THE TIMES
Higher Education
SUPPLEMENT

Poor students 'being priced out of UK'

by John O'Leary

Students from the poorest countries are being priced out of Britain in spite of Government measures designed to help them, a report published today concludes.

The report, by the World University Service, reveals a startling rise in the number of overseas students failing to take up places at British universities and finds that even many of those offered scholarships under the Government's Fee Support Scheme could not afford to accept places. Little more than a third of the awards finally went to students from the poorer countries, which account for more than half of the world's population.

In an updating of its previous report, *British Aid for Overseas Students*, WUS charts a continuing trend in the last year for which figures are available towards increasing student recruitment from Middle Eastern and other wealthy nations at the expense of poor developing countries.

During 1978-9, growth in the aid programme accounted for a slight rise in the number of students from the poorest nations, such as Bangladesh and Tanzania, but still left the total 18 per cent down on that three years earlier. In the same period the total number of overseas students rose by 14 per cent, largely due to an increase of 43 per cent in recruitment from OPEC countries and elsewhere in the Middle East.

The trend was most marked in non-advanced further education, which is likely to have damaging implications for higher education in next year's recruitment.

Since the introduction of full-cost fees, the report says, there is every reason to believe that the drift away from Britain of the poorest countries has continued unchecked. By last year, WUS estimates that it cost foreign students on the most expensive university medical courses more than £9,000 per year to live and study.

The result has been not only a fall in the number of applicants, which is expected to be more than a third when the latest university figures are announced, but also a marked increase in the numbers failing to take up places offered. The percentage at universities has risen in three years from 9.1 per cent to almost 30 per cent.

The WUS report draws attention to a similar trend in the Fee Support Scheme, which operated for the first time last year. Of the 350 places eventually taken up, only six were filled by students from the poorest group of countries although 22 out of 30 applicants were offered awards.

Many of those who refused places attributed their decision to financial difficulties, and WUS believe that the payment of the difference between home and overseas fees is not sufficient to enable poor students to afford to study in Britain. 38 per cent of awards under the scheme went to students from the wealthiest group of nations.

Overseas students: the dramatic decline; £1.85 from WUS, 20 Compton Terrace, London N1 2UN.

Thirty students from Callendar Park College of Education are walking from Falkirk to London to publicize their campaign against the threatened closure of Callendar Park and Hamilton colleges. The students, some of whom have just completed teaching practice, hope to complete the journey in 12 days.

MSC waters down training report

by Patricia Santinelli

A drastically watered-down version of the national training and education initiative has been prepared by the Manpower Services Commission. It will be discussed by its educational consultative group in May before Government approval is sought.

The latest document retains the three major objectives of earlier, confidential, reports—traineeships, opening up apprenticeship and wider opportunities for adults—but they are spelt out less specifically, their order of priority has been altered and their achievement by 1990 no longer appears realistic.

The decision to produce a much more open-ended document which focusses on agreed issues and objectives and leaves longer term issues for later discussion stems from the urgent need for Government approval so that representative views can be sought

The commission is also worried about its own status. Sir Richard O'Brien writes in the introduction to the new draft: "It is essential to the commission's authority and standing that we should be able to reach agreement on the terms of the document which can be published otherwise we shall forfeit our claim to a leading position in determining national policy".

This could be why the setting up of foundation traineeships backed by education for all 16-17 year olds has been relegated from first to second position.

The commission's first objective is now opening up the apprenticeship system to ensure a supply of key skills. Earlier last week Sir Richard said that this was a major worry because of the threatened cutback in apprenticeship training as a result of the recession. He may seeking an urgent meeting with the Secretary of State for Employment.

Foundation traineeships still remain a key objective but what is intended is far less clear. It will eventually emerge as a joint scheme from parallel developments in the Youth Opportunities and the Unified Vocational Preparation programmes. The latter is to be expanded to take 20,000 young people by 1983/84 and used as a test bed for foundation training and further education of employed youngsters.

The MSC now seems to have decided to split the cost among employers, the Government and "beneficiaries" who would contribute to directly by accepting a trainee allowance rather than a wage.

Professor Quirk decides on vice chancellorship

Professor Randolph Quirk, the Quain professor of English language and literature at University College, has been offered the post of vice chancellor of the University of London and is now deciding whether to accept.

Professor Quirk, one of the foremost authorities on the English language, who was told of the decision on Monday, said this week that he would decide shortly on what was a "momentous" decision for him.

He would succeed the present vice chancellor, Lord Annan, to whom he lost the nomination by one vote three years ago.

Professor Quirk said: "I cannot say yet what I will do. There is a lot of planning and thinking to be done because this has come totally out of the blue. I am not being pressurised by the university but obviously it is important that the decision is made shortly.

"I have a research unit to run which is very important, I am just about to go to Singapore to an international conference of ministers of education in South East Asia and I have a lifetime of work here for the short time left to me and I am going to be extremely reluctant to give that up."

"If the upshot is that my research and writing is endangered then my answer will be no," he said.

Professor Quirk, aged 60, is a senior and respected member of the university and is currently a member of the Swinnerton-Dyer committee which is examining ways of rationalizing non-medical education at London.

He was educated at the Douglas High School, Isle of Man, and University College, London and served in the Royal Air Force during the war. He lectured in English at University College from 1947-54, then at Durham, returned to London in 1960 and became the Quain professor in 1968. He has served on a number of university committees and was chairman of the academic council from 1972-75. He received the CBE in 1974.

He has had much of his work published, including his studies in the teaching of English.

Natfhe may quit Burnham

The executive of the biggest public sector lecturers' union has privately instructed its pay negotiators to withdraw from the national bargaining machinery if its smaller rival, the 4,000 member Association of Polytechnic Teachers, is given Government recognition.

Speculation has mounted in the past two weeks that Mr Carlisle, the Education Secretary, has decided to disregard the advice of his civil servants and give the APT and the National Association of Schoolmasters/Union of Women Teachers places on the Burnham further education committee.

Such a move would challenge the dominating position of the 73,000 member National Association of Teachers in Further and Higher Education on the committee, which is the legal forum for determining the pay of college and polytechnic members in England and Wales.

Natfhe's decision to boycott the Burnham committee in the event of APT being recognized was taken at an executive meeting last weekend. Members believe that without Natfhe's participation the credibility of the committee would collapse and the Department of Education and Science will be forced to reconsider its decision.

The executive decision is not being formally announced, however. Union leaders hope that an intensive lobbying campaign aimed at the local education authorities and fellow teaching unions will persuade Mr Carlisle to change his mind.

Mr Peter Dawson, Natfhe's general secretary, said this week: "The executive met in the immediate aftermath of reports that two associations were going to be put on the Burnham committee.

"It obviously considered representations should be made to the Secretary of State and gave some thought to what our Burnham representatives would do if the whole matter were expedited before the next meeting of the executive."

Left Alliance loses its grip in latest student elections

The grip of the Left Alliance coalition, which has dominated student politics with its predecessor the Broad Left for the past decade, appeared considerably weakened this week.

At the National Union of Students' national conference in Blackpool, Labour Party students, clearly to the left of the LA, demonstrated that they are set to become a major new force in student politics.

In the crucial test of strength in the election for president, Mr David Aaronovitch, a Communist, won a second term, beating his strongest rival Ms Helen Connor, of the National Organization of Labour Students, in a very close contest.

Last year the LA held all five full-time executive posts. This year they will have only the president, the vice-president, Mr Andrew Pennain, and the national secretary, Mr Douglas Herd, both Communists.

Mr Leighton Andrews, the only Liberal election candidate, was well beaten for vice-president by Ms Hank Hastings, an independent left-winger and at 20 the youngest-ever executive member. Mr Alan Watson of NOLS is treasurer.

Mr Aaronovitch won on the fifth transfer of votes by 324 to 308. The other presidential candidates in order were: Ann Henderson (Socialist Student Alliance), Jan Nielsen (Socialist Workers' Student Organization), Chris Bones (Federation of Conservative Students) and Neil Jacques (Ecology Party).

NOLS could now take five executive posts—they had two last year—with the LA taking no more than 6 of the 10 posts. There will be more independents, with both Conservatives and the ultra-left groups losing ground.

Since 1977, NOLS have gradually been building up their own strength and now appear to have broken the old mould of consensus student politics. Party politicking is certain to be on the agenda over the next year.

In the past 12 months NOLS has been increasingly disenchanted with what they say is the cost tea-drinking Whitehall style of NUS politics. They also say students are affected by nuclear weapons as much as by loans, grants and student union financing rules. After the election, Mr Aaronovitch said the close vote represented the feeling of impotence felt by many student activists. Left-wing votes had gone to NOLS who appeared more militant and he had won conservative votes.

"But I don't think NOLS has any idea of the scale and extent of expenditure cuts we are going to have to face next year," he said.

Universe

continued from page 1

ce Research Council, Cambridge and Loughborough universities, University College, London; the Department of Industry, British Telecom, GEC Marconi and Logica Ltd. Six sites have also been selected—Loughborough, UCL, Cambridge, the SRC's Rutherford laboratory, and GEC and British Telecom centres—to beam up information on wide-band digital transfers at bit rates of more than 10m bits a second.

The launch is expected by the SRC and DoI in a few weeks although plans are being pushed through urgently to ensure full use of the OTS satellite.

NEXT WEEK

The future of legal training
Interview with Carl Sagan
George Holmes on Dante
French Universities and the election
New books from the university presses

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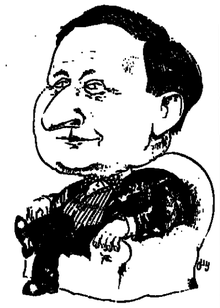

Posner rebuffs critics of SSRC reform

by Charlotte Barry

Mr Michael Posner, the chairman of the Social Science Research Council reacted strongly this week to attacks on his plans to reform the council's committee structure.

Social scientists have accused Mr Posner of failing to consult them over radical proposals to abolish or merge at least half the SSRC's subject committees. Details of the plans were contained in a confidential document circulated to council members only, and the 15 committee chairmen only head about them after copies of the paper were leaked.

This week Mr Posner defended his decision to put the proposals before the March Council meeting before discussing them with the committees. "If council decides to change the committee system it doesn't have to ask their permission to change the structure. I have to insist on this—the committee system is not a confederal state," he said.

The three options under consideration are: six new committees each covering a broad area of study; a modified structure involving abolition and amalgamation of smaller committees; or four administrative groups each containing two committees.

Today Mr Posner will speak to the committee chairmen in London, presenting a modified version of the original paper put to the council and arguing the need for change.

Before the meeting he told *The THES* that the proposals were prompted by pressure from customers and researchers who are confused by the complex overlapping in the committee and research panel system.

"We have had complaints that they lost in the limbo of the committee structure. We have been told that the council is not organized in a way that Government departments do this sort of work," Mr Posner explained.

DES 'get tough' plan will hit high-cost polys

by Peter David

High-cost polytechnics with spending above the national average will be especially hard-hit next year when funds are distributed to institutions under a new system devised by the Department of Education and Science.

For the first time since the Advanced Further Education Pool was "capped" two years ago the DES intends to identify polytechnics which appear to have unjustifiably high costs and penalize them when the costs are distributed in 1982-83.

Polytechnics at risk under the new system include Middlesex, Brighton and Sunderland. More economical polytechnics like Newcastle, Manchester, Liverpool and Trent may gain at their expense.

DES calculations showing how the new system would have worked last year reveal that some polytechnics, like Middlesex, which is shedding 72 academic staff, were spending some £4m more than could be explained by reference to national standards. Newcastle, on the other hand, spent £3m less.

Instead of sharing the cuts equally as in the present year, the new system will give each polytechnic a "core of basic financial provision" based on national average costs per student.

An internal DES paper outlining the new plan was given a cautious welcome this week by members of the joint central and local government working group chaired by assistant secretary Mr Stephen Jones.

Analysing last year's distribution of money to the polytechnics, the paper says: "It was in effect judged that the most frugal institutions could bear the same proportionate reduction in their pool allocations as the most generously financed ones.

"The aim now is to make some allowance for the range of unit costs, and a series of alternative judgments have to be made."

So high are the disparities in polytechnic spending that a system based solely on national averages would result in some polytechnics facing an immediate cut of nearly 30 per cent, the document says.

The costs range from £2,375 per student in the most expensive polytechnic to £1,694 in the most economical.

To soften the blow of the change to the new system, the DES intends to top-up the "core" allocation to each polytechnic with a series of allowances taking account of special institutional features, such as unorthodox mixtures of subject or staffing.

But a table produced by the DES (reproduced in full on page 3) shows that even after the allowances are added there would be a dramatic shift of resources from high to low-cost institutions.

Introduction of the new system could have a critical effect on some polytechnics because it will coincide with a new regime of sweeping cuts in the aftermath of the March Expenditure White Paper.

A confidential DES paper produced for a meeting today with local education authority officials says that big cuts will have to be made in the number of lecturers employed if the White Paper targets are to be met by 1984.

Some 3,000 teaching jobs in public sector higher education would have to disappear by January to keep the cuts on target, the document says.

One would entail 5,700 jobs disappearing by 1984. An estimated £1m to £8m in redundancy costs would be involved, yielding savings of up to £14m by 1984.

details, page 3

Warning of course closures

by Paul Flather

Courses at some polytechnics and colleges will be forced to close by next September as the Government continues to cut off funds, the Council of National Academic Awards warned this week.

Preliminary replies to a letter from the CNAA to almost 150 polytechnics and colleges show wide diversity in the way institutions are coping with cuts. Dr Edwin Kerr, CNAA chief officer, said informal talks had revealed that some institutions had been particularly severely hit, and would have to end recruitment to some courses before the new academic year.

He said the CNAA would be willing to help institutions re-design courses and move quickly towards an average student staff ratio of 10:1. "Every institution will have to make courses less expensive in terms of staff time required," he said.

The CNAA last wrote to institutions in 1979 asking about the effects of resource cuts on academic standards. The letter sent last month is couched in stronger terms, and demands a reply from all directors and principals by June 1.

It asks for a breakdown of the deficits which could affect academic standards and courses. It warns that if cuts progress as they have done some courses may have to close or be redesigned, to safeguard the standards of other courses.

It makes clear in the letter that the system of quinquennial reviews of institutions will have to be modified. Annual monitoring is more appropriate in current circumstances, the CNAA believes.

Middlesex Polytechnic is the first institution to adopt the new procedure. Although the CNAA has just reapproved all Middlesex courses, the polytechnic has been asked to produce a further course report on resource constraints by the autumn. The CNAA was concerned about the effect of a £1.3m (eight per cent) cut in 1980-81.

Tory inquiry into FCS dirty tricks

Lord Thorneycroft, chairman of the Conservative Party, has ordered an internal investigation into some of the activities of the party's student wing, the Federation of Conservative Students.

The investigation will look specifically at the production of a "sexist" leaflet, written by the FCS chairman, Mr Peter Young. Distribution of the leaflet led to a brawl involving about 50 people at last week's National Union of Students conference in Blackpool.

Loans reply prepared

The Government is to make an announcement next week on the question of student loans, which is expected to rule out radical changes in the system of student support for the foreseeable future.

Dr Rhodes Boyson, Under-Secretary for Higher Education, fended off questions from MPs on the subject this week, conceding only that any loans scheme would not apply to students already on courses. But two Conservative colleagues urged him to drop plans for any such change.

Mr Albert McQuarrie (Aberdeenshire East) welcomed reports that the Government had decided to defer to student opinion, while Mr Richard Alexander (Newark) said that an announcement that loans would not be introduced could not come too soon for students and parents.

Dr Boyson has recently restated his preference for a mixture of grants and loans, on the Swedish model, but his enthusiasm has not been shared by many colleagues either inside the Cabinet or on the back benches. A report based on studies carried out in the Department of Education and Science was discussed in a Cabinet committee last week, when the decision is understood to have been taken.

Subjects fight for funds

The University Grants Committee's sub-committees are fighting a battle between the arts and sciences in their search for major cuts.

Chairmen of the subject sub-committees were last week asked by Dr Edward Parkes, chairman of the UGC to produce a second round of reports, going into great detail about which subject areas could be cut and in which universities.

They have been put in a state of rivalry with science and technology chairmen stressing the national need and importance of their subject areas, adding the rider that their work can only be done at university level.

Subjects like mathematics, dentistry and veterinary sciences will probably get special protection. Modern languages are especially vulnerable and there is likely to be a big reduction in English and history.

The bigger universities, able to teach the full range of subjects, with large numbers of undergraduates and postgraduates, and good records in attracting research income will also fare much more better than smaller institutions where it will be easier to make piecemeal cuts.

The main committee of the UGC met this week and was expected to continue discussions about restructuring the university system. Crunch decisions will not be made at the May meeting, after which universities will be told their grant allocations for 1981/2.

The UGC is privately hoping that before May it will get an undertaking from the Government that more money will be provided for the years up to 1984. It is understood that the Government still wants a major contraction in the system although it might ease the pace of change.

Some universities still expect to be told in May that their recurrent grant allocation will not include provision for expensive research and they will need to collaborate with other institutions. Some universities have made their own assessments and indicated where they can make reductions.

The UGC is still thinking in terms of three different types of universities, some concentrating on teaching undergraduates, some given leeway for a small amount of postgraduate teaching, and others becoming major research centres, although these changes would not be permanent.

Meanwhile universities which took in more British students last year than in the previous year have had this year's grant cut, unless they were given special permission for increasing numbers.

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A crystal clear case for closure?

by Ngaio Crequer

Administrators last week agreed to close the department of crystallography at Chester University after hearing of its poor teaching standards and abysmal research record.

Evidence of a 1:1 staff-student ratio, showing that each student was costing about £16,000 to educate, an ageing staff and complete demoralisation of the department were overwhelming arguments.

The names had been changed, to protect the innocent. It was not crystallography, there is no Chester University but the details were once true of a British university department.

They were put forward as a case study at the Conference of University Administators at Sheffield. Members were asked to evaluate the department, give reasons for academic and financial judgments and then to decide its future.

A brief resumé of the department showed it was founded in the early 1930s and up to the middle 1950s enjoyed an international reputation. It had a museum of international standing and a well-stocked library.

But it failed to attract undergraduates. Numbers had declined and only seven students graduated in 1980. A University Grants Committee had "commented adversely on the standard of teaching and some of the research".

The established professor and head of department was due to retire in 1982. Of the academic establishment, 11 were due to retire by 1985. There were also three secretaries, two librarians and 21 technical staff.

The average number of students was around 30, of which a third were postgraduate. In 1979-80 the department attracted two research grants worth £24,000 in total.

Recently the department had tried to improve its image and there was more interest from prospective undergraduates. The Government had suddenly become interested in the subject area because of silicon chips, and a member of staff had applied for a big reserach grant. But because the professor was soon to retire the faculty board of physical chemistry had agreed to recommend closure of crystallography and transfer of staff, wherever possible.

The administrators had to discuss several questions. Was the department too expensive? Were the studies important but pursued with less distinction than other departments? If a department attracts few students at high cost, is that a reason for reducing financial support? Should there be greater specialization within the subject? Should there be a UGC Russian studies exercise on crystallography?

The arguments began. The two leading camps said on the one hand: "If we don't close this department down, we'll never close any down," and on the other: "Let us be positive. The dead hand of the professoriate has stifled the department, let us encourage the young people."

Camp A said there could be no grounds for keeping the department on cost. The research record was also "abysmal". As for the question of distinction, "academics are famous for ignoring hard facts." Lecturers could go to other departments – the UGC would need no encouragement to pursue 'Russian' exercises.

Camp B wanted to reduce costs but saw ways of doing this avoiding closure. High cost in itself was no a reason for contraction, but the group was against further specialization. This department should not be the scapegoat for the university – someone had let it get into such a state.

Most felt the university should solve the problem itself. Someone suggested bringing in a 'whizz kid' professor to revitalise staff.

Eventually, the administrators agreed by a convincing majority that they would decide to close the department.

Then came the sting. In the "true" version of the story, after a recommendation from an outside agency the department had been encouraged to continue. An American 'white hat' professor was brought in and within five years the department was thriving, asking for three As at A level from its students clamouring for a place.

Inspector forecasts change of policy

by John O'Leary

The Government will pull back from applying cuts of the order forecast for higher education when it sees the damage they would do, a senior member of Her Majesty's Inspectorate forecast this week.

Mrs Pauline Perry, staff inspector for higher education, told the International Higher Education Standing Conference, meeting in Oxford, that there was "all to play for" in the next three to four months. Decisions would have to be taken which would have a lasting effect on the system.

But she said: "I do not really believe that when it comes to the crunch we shall find that the Government is prepared to be as drastic as it thinks it is going to be and the local authorities will not be as drastic either. I really do think that when the shouting has died down it will be found possible to do more in the field of higher education than was previously thought. But there is no doubt that in the next year or so expensive things are going to be very difficult to do."

It would be unprecedented for an industrialised country to cut higher educational provision, said Mrs Perry. Student participation rates in Britain were half of those of our industrial competitors, such as Japan, Sweden or the United States. The Japanese "industrial miracle" was plainly connected with participation in higher education, she said, the two having grown together.

Britain had a great deal to learn from such countries, Mrs Perry added. The Japanese laughed at the narrowly vocational courses mounted in this country because they were considered too costly. Specialization was left to industry while universities provided a more general education.

She said that Britain follow Japan in going for massive participation in education after the age of 16. The present rates were not only education's fault but also the result of industry continuing to recruit at 16 for apprenticeships.

"We are preserving still the elitism of the higher education system, and as long as we try to do that we shall never, I believe, move properly into a post-industrial society," said Mrs Perry. Others were not preserving the British honours degree but maintained high standards in a more general education.

"The message is to forget the sanctity of degrees and stop this absurd proliferation of vocational degrees because they are only valid for about six years anyway," she said. "We should go instead for a broad band of relevant courses. I would be prepared to pay the price of losing the British honours degree because it has been so devalued now."

In the short term Mrs Perry saw institutions faced with choice between cutting student numbers or trying to maintain them by paring costs to the bone. The typically British solution would be to do a little of each, but this would prove to be the worst of all worlds. Opportunities would be denied to teenagers and worthwhile activities would be sacrificed at the same time.

Ministers, anxious though they were to achieve economies, remained publicly committed to continuing education and the maintenance of international contact in the academic world. But such activities were often the first to be sacrificed by institutions in financial difficulty.

● Dr John Mitchell, controller of education, medicine and science at the British Council, told the conference that there was no reason to be gloomy about the future of activities previously carried out by the Inter-University Council for Higher Education Overseas. The council, which has assumed responsibility for the new IUPC, now including polytechnics, was conscious of the traditions and achievements of its latest acquisition and would preserve them.

Mr Richard Griffiths, former director of the IUC, wished the British Council well but warned that because there would no longer be earmarked funds for higher education projects, there might be nothing to review when the new arrangements are scrutinised after three years.

Professor Paul Matthews, vice chancellor of Bath University enjoys a pint with workmen from Ernest Ireland Construction. He had just unfurled a flag to "top out" a new £800,000 building which will house modern languages, education and European industrial studies.

Legal strategy not enough for union

by David Jobbins

No "purely legal" strategy can be effective against the threat of redundancies at a university facing bankruptcy, academics represented by the Association of Scientific, Technical and Managerial Staffs have decided.

Redundancies among either teaching or non-teaching staff must be resisted by all means available, an ASTMS university academic staffs policy conference agreed last week.

Delegates thought it likely that as universities approached total depletion of reserves managements would seek to offer redundancy on wholly unacceptable terms backed by a threat of no compensation at all should the university go bankrupt.

"The conference noted that no purely legal strategy could be effective against a threat of this nature and unanimously recommended . . . that ASTMS members should give full and continuing support to implementing agreed policies of action, whether industrial or legal, even in the face of such threats," a spokesman said.

ASTMS is deeply opposed to the idea of "teaching universities" cut off from centrally-distributed research funds. "This approach would downgrade teaching in the university sector – the exact opposite of our own aims."

A document detailing strategy and tactics is being circulated to ASTMS academic staff affirming that a university's staff constitute its most distinctive and irreplaceable asset, and seeking management cooperation in preserving it intact.

ASTMS is to organise policy conferences first with its own technical staff and then with other campus unions, to agree on local strategy.

Computer staff start pay talks

University computer staff are to lodge a new pay claim well above the 6 per cent cash limit.

Although union negotiators have not yet fixed a precise figure talks on the 1981 claim have already been fixed for early next month, only six weeks after their 1980 settlement was topped up by 15.3 per cent comparability award.

"We will be seeking to break any Government norm" said Mr Russell Miller, national officer of the Association of Technical, Scientific and Managerial Staffs.

ASTMS and the National and Local Government Officers Association, representing the 800 computer staff, last week agreed to the recommendations from the standing commission on pay comparability for a 15.3 per cent award for all except trainees who get 10 per cent. It is to be backdated to last July 1, when computer staff received a 13.5 per cent increase.

The 15.3 per cent is to be paid across the board following union representations that if there is a case for adjusting differentials it should be dealt with as part of the 1981 pay round.

Talks on a national shift allowance scheme to replace local arrangements are to take place next week, but the two sides have agreed not to bar local negotiations because of this possibility.

Union leaders are likely to resist a national scheme unless it safeguards the right to reach better local arrangements.

Call for four-year chemistry degree at Surrey congress

A call for the introduction of four-year degree courses for chemistry students was made this week at the Annual Chemical Congress at Surrey University. Professor Richard Norman, of York University, said the needs for such a move were exactly the same as argued in the Finniston report for engineers.

"Chemists are as much involved in the production of goods and services as are engineers, and their need to understand a wide range of principles, prodcedures and applications is no less", he said. "The four-year graduate would have a wider range of skills and not just chemical skills".

Students on such courses would have time to undergo a thorough training in the rigorous intellectual aspects of pure chemistry, as well as important specialist topics, Professor Norman added. There would also be time to give training in communicative skills and gain an understanding of the industrial side of chemistry.

It was time that universities gave close thought to reappraising the philosophy of honours degrees for at present "many students get little feel for the significance of chemistry in our industrial world – yet it's the UK's fourth largest industry", he said.

Professor Norman also warned that present shortages of chemistry teachers at schools, and poor trends of graduates entering chemistry teaching, presented "an appalling prospect for the future of chemistry education and therefore of the chemical industry".

This crisis was unlikely to get better given the pressure for a "science for all" core curriculum and the dwindling resources available to teachers attempting to teach chemistry and other science subjects with poor equipment and facilities.

Benefits change 'will cause pressure'

The careers service will be under unbearable pressure this summer because of changes in supplementary benefits which will force several thousands of unemployed school-leavers to seek places on the Youth Opportunities Programme, the leading college lecturers union claimed this week.

Mr Mick Farley, assistant secretary (further education) said at Brixton College of Further Education that the changes in the eligibility rules which meant that no school-leavers could collect benefits until September 1 had been intended to relieve pressure on the Department of Health and Social Security.

All that will be achieved is for this pressure to be transferred to the careers service which is already under-resourced and understaffed".

The changes would also depress youth unemployment figures by at least 100,000 during the summer months as young people would not bother to register.

"This comes at a time when the Manpower Services Commission estimates that it will be short of funding for some 40,000 potential entrants in 1981/82. Is it not convenient for the Government therefore for the official youth unemployment figures to be depressed at that time?" he asked.

Deputy becomes OU secretary

The Open University has appointed a new secretary after a nine month delay caused by a constitutional row. He is deputy secretary Mr Joe Clinch, who replaces his former superior Mr Chris Christodolou.

Last June the job was offered to Mr S. R. Bosworth, registrar of Salford University. The appointment was blocked by the OU senate on the grounds that it was not consulted early enough.

OU staff were also concerned that the offer came only weeks after Professor John Horlock – former vice chancellor at Salford – was appointed vice chancellor of the Open University.

Three months later Mr Bosworth withdrew his application and the university council readvertised. Mr Clinch, who has been acting secretary of the OU, was the unanimous recommendation of a joint committee of the council and senate set up under the new selection procedure.

International pressure on fees

by John O'Leary

Britain could face pressure from two powerful international organisations to reduce tuition fees for overseas students or agree to further exemptions for those from poorer countries and Crown colonies.

Officials in the EEC are to investigate the possibility of developing countries associated with the Community under the Lome Convention qualifying for lower fees, while vice chancellors want to raise the issue of fees at a meeting of Commonwealth prime ministers in September.

The vice chancellors devoted an entire day of last week's meeting of the Association of Commonwealth Universities, in Hong Kong, to a discussion of the effects of higher fees both in *Britain* and other countries, notably *Canada*. Delegates from developing nations were particularly angry about fee levels in Britain and there was unanimous agreement that the policy should be reviewed.

Recommendations from the ACU are to be fed into the consultative group of eminent academics and administrators meeting in London over Easter to devise methods of implementing the recommendations of Commonwealth education ministers to help students from the poorer nations.

Delegates to the conference saw the meeting of heads of government, in Melbourne in the autumn, as the only possible avenue for sufficient pressure to be exerted to achieve a change of policy. But, in the meantime, they hope that the Commonwealth can persuade the Government at least to grant the parallel treatment to Hong Kong and the other Crown colonies to that enjoyed by EEC students.

Even vice chancellors from the richer nations of the Commonwealth were resentful of the preferential treatment granted to students from EEC countries.

There was general agreement that a quota scheme for overseas student numbers, which was previously resisted by universities, would be preferable to the present policy and should be considered as an alternative. This will be one of the options under discussion by the Commonwealth consultative group in four days of talks later in the month.

The EEC initiative, which is at an early stage, was prompted by Mr Christopher Price, chairman of the Commons Select Committee on education. He wrote to Mr Ivor Richard, the new head of the Directorate General for Employment, Education and Social Affairs, suggesting that pressure should be put on member states of the EEC to respect the Lome Convention.

Mr Price has received a sympathetic response from EEC officials to his claim that the Government's present policy of granting exemption to full-cost fees only to EEC students was discriminating against poor countries in favour of the rich. The Department of Education and Science estimates that it would cost £24m per year to extend the EEC exemption to Lome countries.

Union fears loss of safeguards

by Olga Wojtas
Scottish Correspondent

The Scottish Further Education Association has attacked Government proposals that new negotiating procedures for Scotland's tertiary sector should enable the Scottish Secretary to veto arbitration awards.

The SFEA says that the existing safeguards against such an intervention should be reinforced, nor dismantled. Its views are backed by the two other unions in the Federation of Associations of College Lecturers in Scotland (FACLS), representing staff in central institutions and education colleges.

Members of FACLS are to meet the Opposition spokesman on Scottish education, Mr Martin O'Neill to discuss their views on the Scottish Education Bill not at the committee stage in the Commons. The Bill paves the way for a single Scottish tertiary negotiating body.

At present there are five bodies, with further education lecturers negotiating alongside day school teachers. The new machinery would have two negotiating committees, one for school staff and the other for staff in further education colleges, central institutions and colleges of education.

The SFEA, which has been pressing for a single tertiary body for some time, is also disturbed by a provision in the Bill that the teachers' side may alter its own membership by a majority vote. It argues that this should be subject to the Scottish Secretary's approval, as is the case with changes in the management side.

The SFEA says this would be a safeguard against a majority union or coalition, such as FACLS, being tempted to abuse its dominant position at the expense of minority unions with a legitimate right to represent their own constituents.

However, the SFEA undoubtedly sees the danger as coming from the further education section of Scotland's largest teaching union, the Educational Institute of Scotland. The SFEA and EIS bitterly dispute one another's membership figures, and each has written to the Scottish Secretary pressing for precedence.

Quality lost as jobs are saved

by David Jobbins

Enforced redundancies at North East London Polytechnic have been avoided once more under a cost-cutting plan which, it is admitted, will affect the quality of courses.

Up to 41 jobs were at risk but local councillors have now backed a £335,000 economy package drawn up by director Dr George Brosan after talks with the unions.

Governors say there will be no compulsoray redundancies in 1981, but that even with the savings in purchases and redistribution of staff a further 5 per cent of the polytechnic's lecturers must leave in 1981-82 so that NELP will be better able to cope with the expected 3 per cent cut forecast for 1982-83.

The joint education committee last week backed the alternative plan, which also involves a cut back in part time and research staffing levels. "Cuts have to be made . . . all of which are likely to affect the quality of the polytechnic's many courses," a spokesman said.

The Centre for Alternative Industrial and Technological Systems, established at NELP three years ago with the backing of the Lucas Aerospace shop stewards' combine, is to lose financial backing from the polytechnic under the plan.

The governors' decision almost exclusively affects the salary of its coordinator and only member of the NELP staff, Mr Mike George. It appears it will take effect on the expiry of his contract with NELP in July 1982.

CAITS, which last year survived a similar move, has built a wide reputation since it began to help trade unionists develop new products as an alternative to contraction and redundancies. Now associated with more than a dozen shop stewards' combines it also undertakes wide-ranging research on issues of interest to trade unionists faces with the decision making processes of multinational companies.

"We have more work than we can cope with," Mr George said this week. "We are being accused of attacking companies because we work with shop stewards helping them understand how large corporations make decisions."

What universities still have to offer the community at large

by Ngaio Crequer

The country expected too much of its universities in the post Robbins era, their reputation was tarnished by the destructive folly of a minority of teachers and students, and the pace of expansion was misjudged.

These were the views of Dr William Cockcroft, vice chancellor of the New University of Ulster, speaking at the second Anglo-German education conference in Bielefeld, Germany last weekend.

Dr Cockcroft said it was now commonplace to decry Robbins as having set in train an expansion out of all proportion to what the country needed and could afford. But it could not be seen in isolation from the introduction of the binary system, the creation of the polytechnics and the expansion of teacher training.

"But it should not be forgotten that its fundamental assumption was that there would be a steady growth rate of four per cent in the economy. We may be only too aware now of our failure to reach that target but, at the time, not many thought of challenging its feasibility," he said.

Dr Cockcroft said it would be folly to abandon the aspiration of Robbins in a "collective run for cover". He also wanted to meet the ill-informed misrepresentation concerning his own university which he was proud to say "has a unique contribution to make to the regeneration of the province of Northern Ireland."

He said that the preoccupations of Robbins with the partnership between higher education, research and industry, teacher training, and the integration of the university in the community remained as valid today.

Dr Cockcroft: "commonplace to decry Robbins"

At NUU a research station was examining the problems of freshwater use and pollution, physicists and chemists had turned to energy studies, an industrial liaison unit was intent on selling expertise, social scientists had researched hospital planning systems and sociologists had examined the particular problems of the province.

"I would not argue that all this work is the main reason for our existence, but I do believe that offering our services at the right place gives us a standing in the community. Take us away, close us down, and the community is the loser."

He said that the review group examing higher and further education in Norther Ireland had also praised the NUU for its distinctive and attractive features of its teacher training provision.

Advice group in danger

The future of the London-based Teacher Education Advisory Committee is again in the balance. Its sponsors have written to the Department of Education and Science to say that they will not finance the committee after next March.

TEAC was formed to coordinate teacher training in the London area, filling a vacuum created by the demise of the area training organisations.

The body which was to cease this year was reprieved following a plea from Dr Rhodes Boyson, under secretary for higher education.

Its sponsors, the Institute of Education, the University of Sussex and the London Regional Advisory Council have told the DES that current activities such as the Advisory Committee for the Supply and Education of Teachers and any new arrangements for the administration of public sector higher education will either make TEAC redundant or provide the means for alternative machinery.

The committee is to meet again in June by which time it hopes some decision will have been made.

'Poor pay a threat to chemical engineering'

by Robin McKie
Science Correspondent

The future of chemical engineering, which promises to be of critical importance to industries such as biotechnology in coming years, is threatened by serious problems in the supply of academic staff. This warning was made by Professor J.F. Davidson, of Trinity College, Cambridge, at the centenary conference of the Society of Chemical Inudstry last week.

Professor Davidson said that salary differentials between universities and industry meant there was now a shortage of British students willing to carry out chemical engineering research, which would mean that not enough PhDs would be produced to provide the academic staff of the future.

"While a PhD is certainly not a pre-requisite for university teachers it is very likely that we shall always want a high proportion of PhDs among university teachers," he said.

Instead, overseas students had become the cornerstone of chemical engineering research in Britain. "About 40 per cent of the chemical engineering research students in Cambridge are from overseas."

As a result, Professor Davidson said, they contributed notably to the health of British chemical engineering departments and also British industry.

DES draws up two-stage system for polytechnic funding

by Peter David

A complicated new system of polytechnic funding has been devised by the Department of Education and Science for 1982-83, the third year in which funds for higher education in the advanced further education pool have been "capped" by central government.

At a meeting this week DES officials outlined the scheme to members of the Stephen Jones working group, which has been exploring ways of avoiding the budgetary confusion which afflicted public sector higher education this year and last.

The unpublished DES document describing the new scheme says it is a possible framework for the distribution of money in 1982-83 which could be refined in later years. "Conscious of the shortcomings of the 1981-82 apportionment exercise, we consider that some practicable improvement must be offered for 1982-83, even if it is not a fully fledged and fully satisfactory unit funding system."

Under the new system, polytechnics would receive "a core of basic financial provision" based on average national costs for teaching students in particular subject groups. The core would be supplemented at the margins by allowances for particular institutional features – such as unusual mixtures of staff or subjects.

The extra allowances are necessary, the document says, because the range of costs per student – from £2,375 in some polytechnics to £1,348 in others – is too wide to use a simple national average as the basis for funding. Such a scheme would result in low-cost polytechnics having their budgets increased by up to 26 per cent, and high-cost institutions facing an immediate cut of up to 29 per cent.

Instead of a simple unit-cost system, the DES paper therefore advocates a two-stage calculation to decide how much money each polytechnic should receive from the AFE pool.

In the first stage, by applying national averages to the number of students in a polytechnic, the DES will calculate a notional cost for lecturers on each category of courses. To this cost will be added standard percentages to allow for spending on books, technicians, overheads and other expenses.

"By this means a basic level of provision can be determined for each grouping of courses within each institution. Once this core has been determined, modifications may need to be made to the basic allowance in order to reflect the extent to which some departure from the basic level of provision is considered either unavoidable, desirable or transitory," the paper says.

Typical examples of allowances would be for courses with unusual staff/student ratios because the course is developing or being run down or polytechnics whose lecturer salary figures are unbalanced by newly created or obsolescent departments.

"It must be recognized that sharp changes in the level of activity cannot be managed instantly by institutions," the paper says.

"But provided that the initial 1982-83 distribution arrangements are recognized as being a preliminary to a fully fledged unit funding system, subject as always to a series of rolling adjustments, and provided some measures are available to cushion the more severe effects of the changeover, there is no reason why a start should not be made for that year."

To show how the new system would work, the DES applies it to one polytechnic, North East London. If NELP had received only what it was entitled to by applying national averages last year, it would have been allocated £12.5m instead of the £17.5 it actually spent.

Allowances would then have been made for NELP's "extra" lecturers, adding some £4.1m to its budget but still leaving its actual spending nearly £1m higher than could be explained by referring to staffing and spending standards at other polytechnics.

Included in the DES paper is a table which shows how much "excess" spending each polytechnic would be making if the new system had been applied last year. The table, reproduced here, shows some, such as Middlesex, spending more than £4m more than it should if it conformed with national averages, even after allowances had been made for extra staff.

Others, like Newcastle, appear to be spending more than £3m less than could be justified by comparison with rational standards.

The document stresses that the new funding scheme is still at an early stage, and the Stephen Jones group is also due to discuss an alternative scheme proposed by the Committee of Directors of Polytechnics.

But the document says that the distribution of funds to polytechnics in the current year was based on a system with "grave limitations" which took no account of the relative efficiency of different institutions.

It concludes: "If this is not to be repeated in 1982-83, an alternative approach must be worked up quickly."

	Total Spending 1978-80 £m	'Excess' Spending £m
NELP (LEC)	17.5	0.0
Middlesex (ACC)	19.7	4.3
Brighton	11.7	1.6
LCP	14.1	2.7
Manchester	18.0	2.2
Liverpool	11.7	1.7
Sheffield	16.2	2.7
Newcastle	12.9	3.5
Sunderland	6.9	1.3
Birmingham	11.3	1.8
Coventry	11.1	0.1
Wolverhampton	10.6	0.4
Trent	11.3	0.5
Leeds	12.8	1.3
Avon	11.1	0.4
Teesside	7.1	0.1
Plymouth	7.7	0.4
Brighton	13.4	3.2
Portsmouth	10.3	0.5
Bolton	6.9	-0.1
Preston	6.9	0.0
Leicester	12.6	1.7
Thames	14.0	1.7
Oxford	8.9	2.6
St Helens	7.1	2.5
Wales	7.7	0.3
Total	358.6	25.1

NHS charges pushed through

by John O'Leary

Government proposals for charging overseas visitors and students for National Health Service facilities are to be published this month and implemented by the start of next academic year.

Final details of the scheme are still under consideration at the Department of Health and Social Security, but ministers are understood to have decided not to distinguish between visitors and students. It is not yet clear whether the ban on free treatment will apply only to hospitals or to general practitioners and student health services as well.

The DHSS is planning a tight timetable of consultation, allowing less than two months for representations to be made before tabling new regulations in June by means of a statutory instrument. They would come into force in October, in time to catch the new influx of foreign students.

Students already on courses are almost certain to be exempted from the new policy, although neither the mechanics of exemptions nor the full range of categories to benefit have been finalized.

The policy will operate on the same lines as that which distinguishes between home and overseas students, namely that of ordinary residence. However, representatives of the United Kingdom Council for Overseas Student Affairs were assured at a meeting last week with Dr Gerard Vaughan, minister for health, that the regulations would be operated flexibly.

Officers of UKCOSA will have another opportunity to put the case for overseas students after the proposals have been published.

One in six academics 'should be sacked'

by Jane Last

One in six university and college academics should be sacked for incompetence in the "public interest", a former polytechnic director said last week.

Dr Terence Miller, head of the North London Polytechnic until last year, told a conference of the Higher Education Group in Oxford that the tenure system was producing inertia among academics.

"I could draw up a list of probably 15 or 20 per cent of the total academic faculty who would be replaced and the public interest would be served by seeing the back of them and the labour market would no doubt absorb them quite happily for sweeping the streets", he said.

"The taxpayer pays really quite substantial sums of money to maintain the academics for the rest of their active lives in what I consider to be a cushy job and to support the 12 per cent who go into higher education. The question the man on the Clapham omnibus must ask is 'Am I getting value for money?'" He said that 50 per cent of the people in the universities don't do any effective research and 50 per cent of the research actually done is no good.

He said academics should not be protected from the external pressures of "the outrageous world" which affect other workers.

"In my eight or nine years at North London I managed to get rid of two members of staff who were incompetent and that is really better than par for the course," he said.

Dr Miller called for a new education college catering for educationalists, industrialists, politicians and administrators. "I would like to see the setting up of some kind of central operation to which the really very good people would be seconded for two or three years and they they would go back to their "units" and be replaced."

He said such a style of college would create panic in the academic world. "I can imagine there will be a great cry of 'academic freedom in danger' – and quite right, because academic freedom would be in danger and should be in danger. I take the view that this notion of academic freedom being some kind of absolute is something which the country can't stand."

Workers' association bailed out

by Charlotte Barry

The cash crisis facing the Workers' Educational Association has been temporarily averted by a £58,000 supplementary grant from the Government.

This comes only five years after the WEA was bailed out by the Department of Education and Science at a cost of £¼m.

For the past year the WEA's 21 autonomous districts have faced bankruptcy as they struggled with inflation, cuts in local authority grants, dwindling reserves and a reluctance to raise the fees of their 170,000 adult students.

Vacant full-time tutor/organizer posts have been frozen and development neglected in important areas like women's studies, trade union work and inner city projects.

Mr Billy Hughes, the WEA's retiring president, said: "The DES has made it clear that this could not necessarily be repeated in the future, but it saves us from crisis point to manageable point. We have such a small full-time staff that the freezing of posts is a suicidal policy if it goes any further."

Both financial matters and the effects of the public spending cuts on the adult education service as a whole overshadowed the WEA's national conference held in Harrogate at the weekend.

The association overwhelmingly condemned the high fees imposed by local authorities and the increase in charges for the use of teaching accommodation by voluntary bodies like the WEA. It urged the DES to amend the 1944 Education Act to make it the duty of local authorities to provide vocational, general, social, cultural and political education for people of all ages.

The conference reaffirmed the WEA's commitment to women's education and agreed that its national executive council press the DES for funds to appoint a national officer with special responsibility in that area. It also criticized the NEC for failing to follow WEA policy and appoint a full-time editor for the Women's Studies Newsletter.

A number of delegates criticized the supporters of the resolutions on women's education for being divisive. Cynthia Hawkins, of the WEA's western district, said: "The WEA is a national movement for all adults, not a women's educational association."

But Mr Bill Warman, of the West Midlands district, said that positive discrimination was an absolute necessity for women in the WEA who provided the majority of students but were outnumbered by men in strategic posts. "They want to play their part in the leadership as well and because of this we need to support the policy of giving them that opportunity by making space for them," he said.

The conference also agreed to strengthen its links with the trade union movement – which involves a third of its work – by urging all districts to encourage unions and other community organizations to affiliate to the WEA.

Sociology gets a warning

If sociology is to survive in the 1980s it must shift its concern from intellectual respectability through theoretical sophistication and apply itself to practical social research into the problems of the community, a polytechnic sociologist told the conference.

Mr Laurence Tasker, head of administrative and social studies at Teesside Polytechnic, said: "Students no longer want to come on the courses. They don't see anything of value in sociology, they don't see any job tickets in sociology. There is not the same kudos now in the 1980s in saying you got a BA in sociology as there is in saying you got a BA in French. It has not got the same kind of social value."

Degree courses everywhere remained over-subscribed until the early 1970s, the undergraduate appetite for sociology was insatiable. Now some universities and polytechnics cannot fill their courses in 1981. I know places who will gladly accept sixth-from leavers with two E's at A level. Ten years ago this was unthinkable."

Mr Tasker had some hope for the future. He said: "It seems to be that sociology most certainly will survive. It will probably go back to the kind of academic style which kept it going in the inter-war years. That will be very much about policy-orientated research when those of us who are going to have a future in sociology will not be there because we have written the latest gloss on Marx, but because we have produced substantial, well-received, forceful bits of research which are going to be welcome contributions to social policy."

'Nationalized' universities

The universities are going to become just one more nationalized industry, fighting for their money and their academic freedom, Mr Christopher Price MP, Labour, (Lewisham West), said last week.

He told the annual meeting of the Conference of University Administrators in Sheffield, that the university sector was no longer a sixth or seventh estate of the realm, left to itself, assumed to be expanding, and with little interference from government.

"From now you can no longer make these assumptions. Universities are going to be just one more nationalized industry on probation, very much under the microscope, having to argue for every penny and having to argue for the conditions it needs for academic freedom.

"There is going to be increasing pressure on the universities from the Department of Education and Science, and I think it incumbent on academics to make up their minds on what and where they stand."

He said the universities should raise the tempo of the argument. "The present Government's aim was to be as inexplicit as possible.

"The change of policy on overseas students means that there is a ludicrous situation," said Mr Price. The Government says it is not interested in how many overseas students there are, but it shows such interest in home students that if you take more than they say, they will claw back the following year."

Mr Price said the Government should have a policy on how many students it wanted and how they would be paid for. If it was going to cut back on universities responding to demand, it should say so openly, he said.

Mr Price, who is chairman of the Select Committee on Education, said the theme of the committee's fifth report on institutional autonomy, how the Government stuck to cash limits and how it gave institutions a degree of freedom within those limits.

He did not accept the view of DES officials that because there could be no growth, there must be much more control from the centre. The two views could not be reconciled, he said.

He said the biggest danger for universities was that there would be small but consistant cuts, until all that was left was a core curriculum of the basic sciences, history and economics.

He proposed that the universities should decide on what they thought should be the right balance of teaching and research, what should be their role in continuing education and teacher training, and should tell the University Grants Committee what their objectives were. They should avoid indulging in "stupid, arid competition" in the provision of courses, and should improve their public relations.

"In my view universities have

Dominant influences of the 1970s on the wane in the new alliances of the NUS

Year of the Labour student

by Paul Flather

The emergence of the Labour Party as a major independent force in student politics, signalling the start of a new period of shifting coalitions, is the event most likely to be remembered from last week's National Union of Students conference in Blackpool

The conference will also be remembered for the depths plumbed by the more extreme members of the Federation of Conservative Students in their attempts to provoke trouble and discredit the NUS. As the NUS executive said it was little short of a Nixon-style "dirty-tricks" capmaign.

First though the emergence of the National Organisation of Labour Students (NOLS) does herald the end of a decade when the student movement has been dominated by the Broad Left and the Left Alliance, made up of Communists, Liberals independents and some, Labour students.

NOLS lost the two crucial tests of strength – Mr David Aaronovitch, a Communist, was reelected as president by 16 votes on the fifth transfer of votes, over Helen Connor of NOLS, and the union emerged without a brief to extend campaigning.

But NOLS will have five the 19 seats on the new executive three more than last year. They appeared well drilled on the floor of the Winter Gadens, and now claim 100 active Labour Clubs, a membership of 7,500 and stronger links with the senior Party.

The rest of the executive will be two Conservatives as last year, three ultra-left members, two down on last year, three Independents and six LA, consisting three Communists, three independents and no Liberals.

The Left Alliance will have to review its strategy. A sign of the times is that 54 out of 59 Conservative votes were transferred to the Communist Aaronovitch, a debt acknowledged in private but profoundly embarrasing in public. Labour are to the left of Communists.

Many students believe there is now a real opening in the centre for a Social Democratic grouping. The SDP had a few false starts at Blackpool before about 35 set up their own caucus and appealed to the parent party to provide funds for an official student wing. A conference at Warwick University in June is planned.

While NOLS appeared to do a lot of running, and the ultra-left appeared even further away from their heyday in the early 1970s, on the day most of the motions were carried by Aaronovitch, who had a very good conference, and the LA.

Aaronovitch opened proceedings with a powerful plea for an educational alliance embracing lecturers, parents, sixth-formers, trades unionists, and students to defend and extend higher education.

He urged students to challenge the fatalism of vice-chancellor, the buck-passing of polytechnic directors and sectionalism of some campus unions. Talks with the Association of University Teachers are under way under the eye of the TUC.

He ended the five-day event with a rousing call for students to attend a special summer conference to plan campaign of work-ins, rent-strikes, petitions, debates, and marches to oppose hall closures and fee increases.

He accused Dr Rhodes Boyson, Under-Secretary of higher education, of asset-stripping education. Boysonism was blighting the lives of young people in Britain. "Dr Boyson, you provoked this agitation. Dr Boyson, you are going to get this agitation," he said.

The NUS is now arranging for students to "protest and revise" by holding an over-night work-in in libraries on May 6 with debates on May 7, to co-incide with the local government elections.

A crucial debate for NUS was on priorities and subscriptions. But after a complicated series of votes, the union was left with no list of priorities. These will now be decided by the executive, whose plan to meet an expected shortfall of £50,000 in 1982 by reducing staff by four, and cutting running costs was lost.

There were good debates on women's rights, when men were formally, and once and for all, invited to aid the Women's Movement, and on disabled students. But the week was also punctuated by a series of bizarre incidents which proved quite unnerving.

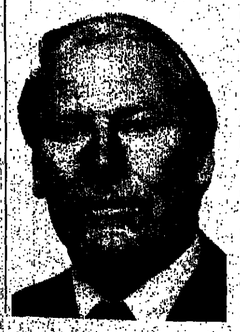
First a disabled student in a wheelchair from Hereward College, Coventry, was threatened by two delegates who told him he would be dropped down a stair-case if he voted the wrong way. His ballot paper was torn and he lost his vote.

Then the head of the Trades Council was invited to take the place of the Conservative Mayor of Blackpool in welcoming the 1,000 delegates.

Conservative students intervened with a vulgar leaflet of a naked woman saying: "Earning £80 a night – it's not me who's being exploited." The leaflet was banned, and later when one of the FCS group who produced the leaflet and another accusing Marx of racism approached the rostrum, 150 delegates stormed out chanting: "No platform for fascists and racists." The NUS had just confirmed its policy of "no platform".

There were ugly scuffles when feminists tried to prevent distribution of the leaflet, and more scuffles when some delegates tried to close down the FCS stall. Students did well not to let things get out of hand before the rousing finale against Government cuts sent them home satisfied.

Heriot-Watt gets economist for V-c



Dr Tom Johnston, a former professor of economics at Heriot-Watt University, has been appointed the university's principal and vice-chancellor.

Dr. Johnston, who was until recently chairman of the Manpower Services Committee for Scotland, will take up the appointment, vacant since the death of Professor George W. Barnett last September, at the beginning of October.

Heriot-Watt's economics department's BA course was established under Dr Johnston's guidance and he was also closely involved in setting up the university's Institute of Offshore Engineering.

He is a member of the Council for Tertiary Education for Scotland, and also one of the Scottish Secretary's panel of economic consultants.

Overseas news

National exam demanded

from A. S. Abraham

BOMBAY

The Association of Indian Universities, an unofficial body comprising India's university vice-chancellors has urged the Government to introduce an exam that would serve as a nationally recognised academic attainment.

At present the quality of Indian university degrees varies greatly from place to place. The older universities (Bombay, Madras, Calcutta) still maintain reasonable standards, although they have deteriorated somethat, but many newer ones are little more than degree factories.

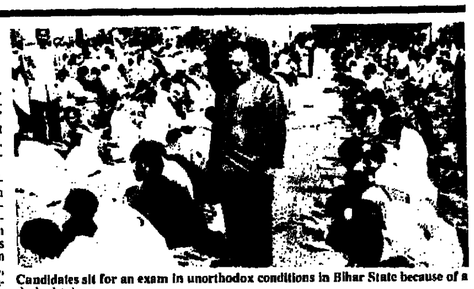
In caste-ridden Bihar state in eastern India, for example, even medical and engineering qualifications, two fields where costs and competitiveness have combined to keep standards high in most of the country, have been devalued by being showered indiscriminately on candidates who happen to belong to the same sub-caste as the dominant faction in the university administration.

The widely divergent quality of the stamp of university "dhobi-marks" creates problems for domestic and overseas employers as well as for institutions, Indian or foreign, awarding scholarships for further study.

The AIU's proposal is to provide some standard form of certification that would carry weight anywhere. The name of the new examination and the details are being worked out, but it will be modelled on the tests conducted by the Princeton-based Educational Testing Service.

It will be designed to reduce the subjectivity of evaluators to the minimum and it will assess a range of skills: expression, judgement, interpretation, data analysis, and so on. The difference between any two candidates' attainments in the test will reflect differences in their performance, not, as so often now, the caprice of examiners.

Brighter Indian students will particularly welcome the AIU move for a streamlined all-India examination devised on contemporary Western principles. When they appear for American qualifying tests like the Graduates Record Examination, the Admission Test for Graduate Study in Busines, the Graduate Management Association Test and the Test of English as a Foreign Language, they complain that they are more at sea than they need be, not because they don't know enough, but because they are used to antiquated modes of testing ability and intelligence.



Candidates sit for an exam in unorthodox conditions in Bihar State because of a desk shortage.

Hebrew University stops student union subsidy

from Benny Morris

JERUSALEM

The dispute between the Hebrew University administration and the university's students' union came to a head last week with the university's decision to stop all further subsidy of the union until the union agrees to university supervision of its finances.

The decision, taken by the Hu's permanent and executive comittees sitting in joint session, came shortly after suspension from studies until trial by the university disciplinary board of Hu students union chairman Yisrael Katz. He had been charged by dean of students Prof. Lina Ben-Dor with indiscipline and unbecoming conduct during an attempt three weeks ago to lock university rector Rafael Mechoulam in his Mount Scopus offices.

Katz refused to appear at Thursday's hearing and has announced that he will also refuse to appear for the trial, preferring, he says, to be judged by the university board of governors, which meets next week for its annual session in Jerusalem.

The university decided to stop subsidies to the union after Katz refused to allow officials of the university controller's office to inspect the union books.

The university maintains that the controller, who is subordinate to the Board of Governors rather than the university administration, has the right to oversee the finances of any body it, the university, subsidizes. Katz, however, has argued that such supervision would severly curtail the union's independence.

Katz, who is *ex officio* a member of the board of governors, intends to raise this matter – as well as his supervision – before the governors for adjudication. Katz maintains that the university's actions are "politically motivated" and that the administration is "after him personally." He is being supported by National Union of Students chairman Tzahi Hanegbi, a fellow leader of the right-wing campus faction, "Kastel," and by other right-wing student leaders.

In an effort to parry the university's supervision demand, Katz asked the state comptroller's office to inspect union finances, but the comptroller formally declined the invitation.

Katz and Hanegbi are organizing demonstrations on the university's Givat Ran campus to coincide with the start of the board of governors' meetings. Opposition student factions, supporting the university's stand on Katz and on union supervision, are arranging counter-demonstrations.

Hanegbi warned that "the university will never be the same again after these demonstrations. We are going to count a massive show of strength".

Survey shows high graduate employability

from Geoff Maslen

MELBOURNE

University graduates continue to be among the most successful at getting jobs in Australia, according to a survey of univesity and college graduates released last week.

Only 7 per cent of those who graduated with a first degree from a university in 1979 were still looking for full-time employment in April 1980 when the survey was taken. This compares with nearly 16 per cent of graduates with degrees or diplomas from colleges of advance education who were seeking full-time jobs.

Although there was a general improvement in job opportunities for graduates in 1980 compared with 1979, there appears to have been a significant worsening since 1975. For example, the proportion of university graduates going into teaching fell by a third to a little under 10 per cent between 1975 and 1980.

Between 1975 and 1979 the number of college graduates taking up teaching doubled, but in the next year the proportion fell by 25 per cent. Jobs in the government and private sector also declined for college graduates between 1975 and 1980, although there was an upturn on the previous year.

Many more university graduates are now moving into private industry for work, the survey showed, one of the sharpest rises being among teacher training graduates finding alternatives to teaching.

Brazilian HE professors form national association

New 'Andes' with high ideals

from Fay Haussmann

BELEM

Sixty years after the creation of Brazil's first university, the University of Rio de Janeiro, Brazilian university professors have formed their first national body the National Association of Professors in Higher Education, known by its acronym, as Andes. The elected provisional President, Professor Osvaldo de Oliveira Macell, declared that he had high hopes "for the political effectiveness of our organization which, although it will not involve itself in party politics, will try to express the demands and struggles of our class on the economic, social, cultural and political plan." He said further that Andes' main goal would be the "defence of educational policies which will attend to the needs of the entire population."

Even though Andes was created by representatives of both public and private university professors' groups, its birth at the end of February must be seen as the final success in the battle by professors of Brazil's federal universities against the worst inequities of their profession: poor wages, and the lack of proper career structures.

In fact the promise of a statute governing the careers and advancement of university professors goes back to Brazil's first general education law of 1961. Yet it took until March 1979 for serious discussions to get started, and even then there was a continued dragging of official feet: professors met with university rectors and with technical teams from the Ministry of Education and Culture, known as the MEC; proposals were worked on and submitted to education minister Eduardo Portella, who in turn went to submit them to President João Figueiredo, to the head of the Civil Household, to the Public Service Administration, and to the Planning Ministry, all of them entitled to a say in the running of Brazil's federal universities. The professors' principal demands were for a 48 per cent pay rise, backdated from March 1980; termly salary adjustments like those of other public employees; and the career statute. A year and a half after the start of the discussions, the Government still had done nothing about satisfying the professors' financial demands, made all the more urgent by an inflation rate of 110 per cent; nor had the project restructuring their careers been sent to Congress. After brief warning strikes in June and September, federal university professors decided in October on a nationwide strike.

Even though less than a third of Brazil's 1.6 million university students today go to state and federal, tuition-free institutions, the federal universities are still far better, and considered as far more prestigious, than the vast majority of tuition-charging private colleges and universities. Brazil today has 30 federal universities, at least one in each state, and 12 professional colleges.

The colleges and 19 of the universities are run as "autarchies": they are funded exclusively with MEC money and their salary scales, until two months ago, were inferior to those prevailing at the other 11 federal universities, run as "foundation." By mid-November, nearly 35,000 professors were on strike. The 19 universities and eight of the colleges had to close down just at the start of year-end exams for more than 255,000 students, and among preparations for next years' freshmen admissions tests.

It took the sudden, forced resignation of education minister Eduardo Portella on November 26 to make the hitherto impossible suddenly possible. An outspoken if slightly ineffectual liberal-academic, Portella had found himself boxed in not only by budgetary constraints, because of Brazil's economic crisis, but also by the various technocratic bureaucracies entitled to interfere in his eventually pedagogic

Court appeal on cuts

from James Hutchinson

BONN

The state governemt of the Rhineland Palatinate is likely to lodge a court appeal against the cuts made by the West German federal government in the university building programme. The federal share of the programme for this year has been fixed at DM688m (£144.6m), whereas the *Länder* are asking for a federal contribution of between £170 and £190m.

The minister of education in the Rhineland Palatinate, Frau Hanna-Renate Laurien, told the State Parliament in Mainz that the cuts not only jeopardised new projects, but were also affecting buildings under construction. The state would take court action unless the federal parliament voted more money for university building when the budget came up for approval in June.

The appeal, which would be heard in the federal administrative court, is based on an article of the federal constitution stating that the federation shall participate in the "expansion and construction of institutions of higher education, including university clinics." Frau Laurien said it was a paradox that the federal government should be so parsimonious when at the same time it was constantly boasting about the number of A level passes and extolling the advantages of university education.

Far from the federal government granting more money, it looks as if its spending on university building is to be cut further. Expenditure of DM638m (£134m) is earmarked for next year and DM588m (£123m) for 1983. In the winter term the universities of the Rhineland Palatinate has a total of more than 42,000 students. This figure is expected to increase to 58,000 by the middle of the 1980s.

North American News

Reagan offered alternative cuts deal

from Clive Cookson
WASHINGTON

Realizing that blanket opposition to all President Reagan's cuts in the higher education budget would be pointless, college and university lobbyists in Washington have come up with an alternative package of savings which they would accept.

The cuts offered by the American Council on Education (ACE) and its sister groups are of course less drastic than Mr Reagan's, but they do represent a real reduction in federal spending.

It is a historic turning point, following decades in which higher education lobbyists asked for (and generally received) more and more money from Congress. When past administrations, particularly Mr Nixon's and Mr Ford's, tried to prune higher education programmes, the college and university associations did not concede that there was any need to make cuts.

One difference now is that the political mood in the United States is so in favour of a reduction in non-military federal spending that a knee-jerk reaction against all cuts would damage the lobbyists' credibility.

Another is that the Government's expenditure on higher education, particularly student financial aid, has grown so fast over the past decade that it now represents a significant drain on the treasury. Student grants and loans cost the education department nearly $6 billion a year.

The cuts in student assistance suggested to Congress by the higher education associations are intended to save the government hundreds of millions of dollars, while avoiding the severe disruption and inequalities which they predict if the Reagan administration's budget is approved.

As Dallas Martin, executive director of the National Association of Student Financial Aid Administrators, told the House of Representatives budget committee, college officials agree in principal with Mr Reagan's aim – to concentrate federal assistance on the neediest students – but do not accept the President's way of doing it.

Most of the savings suggested by the higher education representatives would result from technical changes in the complicated rules governing student loans and grants. One major restriction would re-impose a family income ceiling on eligibility for subsidized loans.

President Reagan: directing aid to the regents' executive committee declined

The act of Congress that removed the previous limit in 1978 and made guaranteed student loans available to all, regardless of wealth, is the primary reason why the programme has grown so fast over the past three years.

Dallas Martin, whose association represents the college officials who distribute federal aid to students, recommended that only those families earning less than $30,000 or $35,000 a year should be automatically eligible for guaranteed loans (whose subsidized interest rate is nine per cent, compared to the current prime lending rate of 17 per cent.) Students from higher income families would qualify only if they could prove that they needed the money to meet educational costs.

Higher education spokesmen are also willing to accept the administration's proposal to eliminate the interest subsidy on the new "parent loan programme" that Congress approved last year. It currently allows parents to borrow up to $3,000 a year at only nine per cent while their children are at college, and Mr Reagan wants to make them pay interest at market rates, although the government would still guarantee the loans.

The higher education associations say their package of cuts in guaranteed student loans would save the government $625 million next year – almost as much as the $730 million reduction sought by the Reagan administration – but "in a more equitable way." It is not clear, however if the administration and the lobbyists are basing their figures on the same assumptions.

Exam board comes up with the answers

by our North American editor

Following the discovery by candidates of two errors in its multiple choice tests, the College Entrance Examination Board has decided to provide students throughout the country with answers to the Scholastic Aptitude Test, the most important entrance exam in the United States.

The decision, taken by the college board trustees at their regular spring meeting, is a major change of policy for the board, which administers the SAT, and for the Educational Testing Service, its sister organization which actually writes the test.

Until last year, when New York State passed historic "truth in testing" legislation requiring full disclosure of college entrance exams, the board had kept the test papers and the candidates' answers secret. This year, in compliance with the New York Law, whose passage the college board and ETS bitterly resisted, SAT candidates in that state have been able to obtain copies of the questions and their answers, but elsewhere in the country the exam has remained secret.

But as described in last week's *THES*, a New York candidate recently found a mistake in the SAT mathematical section, and a Florida schoolboy detected an error in the Preliminary Scholastic Aptitude Test (PSAT), which the college board already discloses voluntarily nationwide. The two defective questions had not been noticed by the panels of college mathematicians who check all ETS mathematical papers, and their discovery by 17-year-olds increased traffic : public pressure on the testing service and college board to disclose the SAT throughout the United States.

Spokesmen for the board denied that their concession was a direct response to publicity about the errors. They said the decision would have been made anyway "for sound educational reasons" because the New York experience showed that test disclosure would not place an impossible burdon on ETS.

Under the new policy, candidates nationwide who choose to take the SAT on any of five dates in 1981-82 will be able to get a package of questions and answers afterwards, for a fee. (The price has not been fixed yet, but this year in New York it is $4.65 on top of $11 charge for taxing the test.) On a further seven occasions next year the SAT will be administered and remain secret.

The board had to keep some tests secret next year, because if it had not been able to re-use certain items, it might have run out of high quality, properly screened questions. It has not yet decided whether it will be able to make a full disclosure of all tests in 1982/83.

The "truth in testing" organizations – student, consumer and teacher groups that pushed the disclosure law through the New York legislature in the face of intense lobbying by the test makers and the higher education establishment – naturally expressed delight at the college board's announcement. But they are still campaigning for similar legislation in other states, arguing that the college board's voluntary decision to disclose SAT questions and answers nationally could be reversed at a future date unless it is mandated by law.

Sculpture given the brush-off

from Richard Madden
WEST HARTFORD, Connecticut

Claes Oldenburg's plan for a sculpture on the University of Hartford campus has apparently rubbed the institution's regents the wrong way. It calls for a 23-foot-long toothbrush in red, white and blue.

Although the plan would not have cost the university any money, the regents' executive committee declined to accept it by a vote of three to two, with one abstention. As a result, the university will lose a $25,000 grant from the National Endowment for the Arts and matching contributions totalling $25,000 from private donors that would have paid for the sculpture.

In addition, Mr Oldenburg's model for the toothbrush, now in a campus building, will probably be returned to the artist, although the university has been offered $20,000 for it, according to an official.

University President Stephen Trachtenberg, who arranged the sculpture, said: "I think it reflects a sense of the fiscal austerity of the times and a sense that the university should not appear to be investing a large sum of money in something like this at a time when we are being financially prudent with faculty salaries and scholarships.

"It's a reflection more on the austerity of the 1980s than a judgment about art."

Mr Oldenburg, whose works include a sculpture of a giant lipstick at Yale, a baseball bat more than 100 feet long in Chicago and a 38-foot-tall flashlight at the University of Nevada, began working on the toothbrush project three years ago.

He had been paid $5,000 from private contributors and given a free hand by university officials to visit the campus and the Hartford area to develop an idea for an appropriate sculpture and to make a model of it.

Bernard Hanson, former dean of the Hartford Art School, one of the units of the university, said: "I'm very disappointed. A first-rate artist will be reluctant to get involved in Hartford now."

University officials said Mr Oldenburg had told them the notion of a toothbrush had come from his impressions of Hartford's angular and vertical architecture. But one official, who asked not to be identified, suggested that the proposal was an invitation for the university to start a dental school.

Shot in the arm for research

Biomedical research in Canadian universities will receive 22.3 per cent more federal support in 1981/82 than this year. Announcing a $100 million budget for the MRC, $18.3 million up on 1980/81 – Health Minister Monique Begin confounded the pessimists who doubted the government's willingness to carry through with its often stated commitment to stimulate research.

The official target is for the country to devote 1.5 per cent of its gross national product to research and development by 1985. At present R and D consume just under one per cent of Canada's GNP, so big annual increases are required. Earlier this year, John Roberts, the Minister for Science and Technology, laid down an ambitious framework for expansion, under which the federal government would increase its research expenditure by 17 per cent a year – mainly for industrial and mission-orientated projects – and private industry would boost R and D by 27 per cent a year.

Mr Roberts's emphasis on industry dismayed some university leaders, who felt academic research might get trampled on by the rush to spend money on applied research and industrial development. University of Toronto President James Ham said: "I am deeply disturbed by the position the government document appears to assign universities."

So the MRC's budget boost delighted the academic community and allayed fears that the three granting councils which support university research might be left out of the bonanza.

Robert Willes of the Canadian Federation of Biological Societies said: "I am indeed pleased to see that my earlier predictions of the level of support the MRC would receive for this year were proven wrong."

The two other councils, the Natural Sciences and Engineering Research Council and Social Science and Humanities Research Council, have not yet been told their 1981-82 budgets, and researchers in these fields are not sure whether the good fortune of their biological and medical colleagues will fall upon them to.

The prospects for the NSERC look good. But social scientists and humanists remain gloomy about the SSHRC. They feel their fields are out of favour in Ottawa at the moment, not having any immediate relevance for industrial research and development. Not even the fact that the government recently gave its cultural agency, the Canada Council, an 18 per cent budget increase makes them optimistic.

Observers credit an effective lobbying campaign by the biomedical community, through organizations like Canadians for Health Research, with gaining more money for the MRC. "This increase illustrates that when the Canadian public shows that it really cares about an issue the government does listen and it does respond," said Pat Guyda, president of CHR. No similar campaign has been mounted on behalf of the social sciences and humanities.

Réne Simard, outgoing president of the MRC, said the council's new funds would be used to replace outdated laboratory equipment, to train more young biomedical researchers, and to set up new programmes in areas of special concern to Canada, such as perinatology, gerontology and reproductive physiology.

Mrs Begin, the Health Minister, pleased the scientists not only with the size of their budget but also with a statement that future increases in MRC funding would be based on a new index measuring actual inflation in the costs of biomedical research. This is an important change from past policy, which has used the consumer price index. Researchers say their costs have risen faster than average retail prices.

A federal task force has urged the government to undertake a long-term National Biotechnology Development Plan for Canada. Releasing its recommendations last week, science minister John Roberts said: "The government will study the report with great interest."

The nine-member panel, chaired by Maurice Brossard, development director at the Institute Armand-Frappier in Montreal, calls for a major commitment of resources by the government, industry and universities to build up Canada's biotechnology industries and a supporting scientific infrastructure.

The government itself should establish a 10-year plan, with a federal allocation of $58 million a year. "This expenditure is intended as a catalyst to encourage industry and provincial governments to make substantial investments in biotechnology," the report said.

Both MRC and NSERC should receive additional funds, on top of the increases already planned, to provide the scientific base for the effort. The task force, whose members were drawn from universities and industry, recommended giving the research councils an additional $6.7 million next year for interdisciplinary research in biotechnology and a further million for postgraduate training.

Summer jobs cash reallocated to disabled

The Canadian government has angered students by cutting back its popular summer jobs programme. This year it will spend $100 million to help students find work during their long vacation, compared to $120 million in 1980.

The federal department of employment said funds would be reallocated from student job creation to set up a new work programme for physically handicapped people. As the government noted, this is the International Year of the Disabled.

The department will directly create jobs for 24,300 students in community projects and for another 8,500 in federal departments and agencies. Community organizations are eligible for government support of up to $50,000 for any project that would employ at least three local students for six to 18 weeks "in useful and productive work of benefit to the community." The funds are distributed to federal constituencies on the basis of student enemployment data, and members of parliament are consulted about which projects to support.

High priority projects involve parks and recreation; health and social services; environment and energy; and tourism and culture. But the department said general maintenance, of beaches, roads, golf courses and similar facilities would not be eligible for funding.

In 1980 the government created a total of 46,200 community and federal jobs, 13,400 more than the 1981 proposal. Canadian unemployment is no lower this year, but Employment Minister Lloyd Axworthy indicated that other items, particularly jobs for the disabled, now had higher priority for scarce federal funds.

The government is also relying more on the private sector to provide jobs for students. Funding for Canada's employment centres for students and the annual "hire-a-student" campaign will go up from $10.2 million to $12.7 million this year. The centres, which are staffed by undergraduates and recent graduates, are expected to place nearly 300,000 students in temporary jobs over their summer holidays.

A government spokesman predicted that students would not notice a significant difference in the total number of jobs available this summer. The National Union of Students, on the other hand, believes the cuts have made its members' employment prospects considerably bleaker.

The Employment Minister's student jobs announcement also included a $10 million appropriation for the Department of National Defence's traditionally summer training programmes for cadets and reserves. But NUS researcher Jeff Parr said the union did not regard cadet activities as job creation.

"We think there are dangerous implications in the federal government funding military training through employment programmes," he said. Cadet and reserve training should be supported separately out of the defence budget.

Students in summer jobs as paid the legal minimum wage which varies across the country. In most provinces it is the same this year as last, but in Ontario, the largest province it has gone up from $3 to $3.30 an hour.

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Simon Midgley meets Melvin Lasky, the Bronx box and veteran editor

Close Encounters of the 23rd kind

Hi Mel! How are you Frank? Hello Kingsley. A Cook's tour of the higher reaches of the contemporary cultural scene is, perhaps, inescapable when lunching with the co-editor of *Encounter*, one of Britain's most famous and, for a time, most infamous, intellectual institutions.

To be sure the venue, the Garrick Club, is a privileged refuge of the literary cognoscenti, nevertheless the harvest — Melvyn Bragg, Frank Kermode, and Kingsley Amis — had been especially rich. Melvin J. ('Mel') Lasky was pleased.

He is a man who obviously enjoys knowing and being known. Having edited one of Europe's most long-lived political and literary monthly magazines for the past 23 years he has had plenty of time to become one of the most ubiquitous and flamboyant landmarks on the international intellectual and literary landscape.

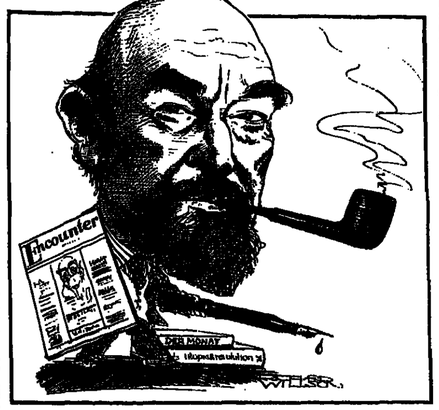
Travelling by way of Berlin and Paris the lower-middle class Jewish boy from the Bronx has come a long and circuitous route to become the 61-year-old eminence grise of St Martin's Lane.

One of that illustrious "generation of '29", which graduated from City College, "the proletarian Harvard", just before the beginning of the second world war, his contemporaries include Daniel Bell, now Henry Ford II, professor of social sciences at Harvard, Irving Kristol, editor of *The Public Interest*, one of America's leading neo-conservative intellectual journals, and Irving Howe, literary critic and essayist.

After spending a year at the University of Michigan (Ann Arbor) studying for a masters degree in history Lasky began his working life somewhat improbably as a guide directing tourists around the Statue of Liberty.

He was rescued for journalism by his friend Daniel Bell who persuaded the editor of the right-wing Social Democratic weekly, *The New Leader*, to take him on as a full-time writer.

In 1942 Lasky left for the war and Europe — a departure destined to be both the start of a permanent exile from his native America and the beginning of his still continuing shift to the political right.



Melvin J. Lasky: "humanist values".

The next three years, he recalls, were spent as a combat historian in France and Germany. When peace came Lasky stayed on in Berlin and launched *Der Monat*, a monthly cultural and literary magazine, which he edited for 15 years before joining *Encounter* in 1958.

It was here in London in the late 1960s that Lasky survived one of the greatest storms of his not uneventful journalistic career when it was proved at last that the magazine had been in receipt of funds from the United States Central Intelligence Agency, laundered in Paris by the Congress for Cultural Freedom.

Reminiscences, aphorisms, opinions, digressions, bon mots, quotations (in at least four European languages), the names of the great and the good, H. G. Wells, Karl Popper, Raymond Aron, George Orwell, Albert Camus, Tony Crosland, Stendhal, Churchill, Keynes — the torrent continues for several hours and is unabateable.

Unused to being upstaged he is not so much a conversationalist as a master of the dramatic monologue. Edward Shils, professor of sociology at the University of Chicago and a fellow of Peterhouse, Cambridge, recalls in a festschrift for Lasky published on the occasion of his 60th birthday that he usually monopolises the conversation at dinner except when Arthur Koestler is present but even then he does "pretty well".

Unable to sit still, as Shils also noticed, Lasky always seems to be leaving the room — to check a reference, borrow a dictionary to hunt down the etymology of an elusive word or retrieve some essential paper.

It is not simply that Lasky is a star — struck by the razzle-dazzle of the cultural/intellectual/political firmament, it is more that he has never lost his youthful curiosity in ideas and their power to illuminate and change the world around him.

Part scavenger, part weathervane, he is a kind of Twentieth Century Autolycus snapping-up hitherto unconsidered intellectual trifles, racing hither and thither up and down the corridors of history, while keeping his antenna tuned to the zeitgeist, his mind open, he hopes, to register the first intimations of change in the contemporary intellectual climate.

Open? Well, yes and no. To the extent that any editor chooses what shall be discussed and by whom the arena of debate is always limited, however in *Encounter's* case some would say that the strictly policed, slightly old-fashioned, intellectual perimeter fence is intolerably limiting.

Pro-European, pro-American and fiercely anti-communist, the magazine is built on the rock of a commitment to what Lasky describes as the "absolutism of freedom".

"The greatest danger to freedom is totalitarianism. The greatest danger is not from the extreme right or from the extreme left within society. The only way is through Soviet influence or domination. The West could fall under the shadow of that kind of totalitarianism with all this entails in the way of censorship, the Gulag Archipelago, etc'.

The obverse of Lasky's loathing for Communism is a commitment to "humanistic values" which is difficult to disentangle from his wholehearted enthusiasm for the "values" of free-market capitalism.

The origins of his convictions are obscure. He talks vaguely "of the first shock of war; "of his growing awareness" that politics had a tragic dimension and that intellectual commitment was a dangerous thing and could involve suffering"; of "little personal things"; and of "wanting to warn all the world of the tragic dimension and of the notion of evil".

"My whole generation with as great a freedom as we ever had. We had reasonable opportunities, we were never hungry, we had the satisfaction of feeling able to do a few things, teach a few people, write a few articles or books, nobody has really threatened us", he says. "The magazine is a little area of freedom. It creates a civilised space. It's a way of paying back a debt to society".

It is this "civilised space" that the genial, if loquacious "Mel" Lasky is perennially, although now urgently, having to defend. Under siege from the market forces he so enthusiastically supports, currently rising costs and an unfavourable exchange rate, Lasky, true to his lights, is energetically seeking an old-fashioned capitalistic solution — an enlightened free-enterprise fairy god-mother.

In these straightened times it would be madness to wish him anything but luck. However, in return might one not ask for a re-alignment of *Encounter's* perimeter fence?

Universities under Giscard

Today marks the official opening of the French presidential election campaign. The time is ripe for a round up of how higher education fared under the previous presidential term. Of course, it may be that the incoming president will be M. Giscard d'Estaing himself which suggests that present policies for higher education will continue. But if a rival replaces him he will take over, willingly or unwillingly, those policies developed during the previous Septennate.

One such reform inaugurated by president Giscard d'Estaing and unlikely to change, is the creation of a separate Ministry for Higher Education. To date, this appointment has been held by Jean-Pierre Soisson from 1974 to December 1975 and thereafter by Mme Saunier Seite.

Whether of the Left, Right or Centre, all candidates will be giving different nuances to proposed policies for the higher sector especially those which affect participation in the running of the university. But all will have inherited the Giscardian interpretation of the Faure reforms of November 1968.

All decision-making in France is circumscribed by history and by a network of competing private and public interests. This is doubly true in educational decision-making. As a result of its Republican, secular and Jacobin traditions, education tends to be identified with and is administratively subbordinated to the State. It is expected to bring about in practice many of the society's most cherished moral values. Not content with mere liberty, equality and fraternity, the system is expected to provide in addition an elite of technocrats and administrators capable of piloting the State itself.

Higher education is divided broadly into three. Highest in status are the 250 or so *grandes écoles*, ranging from the *ecole polytechnique* at the summit down to the *ecole nationale de la ceramique*. Some 100,000 students are enrolled in this sector. Second are the 76 universities which count some 796,000 students from home and overseas. The third part of made up of the 56 university institutes of technology with some 50,000 students on their books, and which provide two-year vocationally-oriented diploma courses. Though traditionally free and open to all holders of the *baccalaureat*, a policy of selection is slowly being introduced into the university sector. Specifically, selection takes place prior to entry to the University Institutes of Technology and in the traditional faculties before moving on to third and fourth year studies following a two-year general diploma (DEUG), introduced in 1973.

Under the presidency of M. Giscard d'Estaing, main attention has been directed towards the mass sector of higher education. The Minister whom he entrusted with these policies for most of this period was Mme Alice Saunier Seite, despite the fact that she failed in the legislative elections of 1978 to be elected as deputy for Motz.

Mme Saunier Seite's position coincides with the growing pattern of presidential government since 1958, whereby the proportion of "technician" ministers in the Cabinet is increased at the expense of the political "barons". Her administrative talents are recognized even by opponents to be formidable even though hatchet-man policies have done little to improve her popularity with former university colleagues. Under her administration, the government has refrained from direct financial assaults on the *grades ecoles*. Instead, the mass sector has felt the main thrust of government intervention during the past seven years.

A major inheritance of Giscard's administration was the Higher Education Guideline Law of autumn 1968. Only the scarred veterans of the student uprising of May 1968 will remember that this was drawn up in response to student demands by the ubiquitous Edgar Faure. It concentrated upon three reforms: participation, autonomy and pluridisciplinarity. The latter was quickly revealed to be shibboleth. No more than 5 per cent of undergraduate courses paid even lip service to the notion.

The battle remained to be fought over the meaning and the implementation of the other proposals giving the universities greater independence from central government in their internal affairs. The legislation had seemed to accord the new university departments known as UER *(unites d'enseignement et de Recherche)* greater autonomy in the domain of teaching, research and curriculum. The universities were supposed to have a greater say over their administrative and financial affairs. This was not to be.

In 1976, the ministry (then Secretariat of State) decreed a reform of the Masters and the *licence* degrees. In effect, years three and four after entry to higher education. Emphasis was placed upon the occupational outlets to which graduate studies should lead. Master's degrees, it said, should include specialized academic training leading to vocational outlets. Reactions were swift. Mme Saunier Seite faced a tidal wave of opposition from both staff and students invoking the rights of UERS to control the curriculum. The Secretary of State was condemned for harnessing the university to the chariot wheels of industry and, more insidiously, of introducing selection into years three and four of the university courses.

Students rushed onto the streets in some of the worst rioting since 1968. Examinations were disrupted and the atmosphere of crisis and leargas prevailed on and off for more than three months.

Opposition to the "vocationalism" or philistinism perceived within the proposals was more the excuse than the cause. The real trigger appeared to be the determination by central government to control the validation of courses which ostensibly it had conceded to the UER's under the Faure legislation.

As if oblivious of the 1968 Guideline Law, the National Council for Higher Education and Research set up technical study groups to validate all graduate courses put forward by the universities. This indeed marked a significant reassertion of central government planning of the curriculum. Henceforth, graduate courses were to be validated for a five-year period only with additional discretionary powers to be retained by the minister and her officials.

One direct outcome was a refusal to validate graduate programmes in certain universities in the summer of 1980. Some estimates reckon that 50 per cent of submissions in arts and only 10 per cent in science graduate programmes were slushed.

In short, the thrust of Giscard's administration has been to reassert a traditional French concern with economic planning regardless of his predecessor's concern — and indeed, his own — to liberalise the internal running of higher education. Certainly, the decision to link graduate courses more and more with the economy was taken by Jean Pierre Soisson as early as 1975.

This year the old *Conseil Consultatif Universitaire* has been replaced by the *Conseil Superieur des Corps Universitaires* which exercises tight government oversight of staff appointments. Divided into 54 disciplinary subject committees one third of its members are nominated directly by the Minister who also presides over it. Take in conjunction with a reform of 1979 which increased to 50 per cent professorial membership of University Councils, the 1981 measure is intended to return academic authority to staff professorial standing dispossessed by the 1968 Faure reforms.

History may suggest that recent government policy has favoured neither Left nor Right, nor even academe. Rather, it aims at taking a utilarian approach which slices across the political continuum, with humanities and arts being pared to the quick.

Under Giscard d'Estaing the French university has seen itself transformed into an institution engaged in short-term adjustments to changes in the economy — a policy exercised in Britain mainly through the non university sector. For high level manpower needs over the medium term are still provided by the *grandes ecoles*. Thus, over the past seven years, the French university has been made to serve as a flexible buffer developing short cycle higher education which government economic policy demands.

In the course of Giscard's presidency, the French university has reverted to its traditional place of subbordination to the State and away from the notion of a partnership with it advanced in the aftermath of the 1968 uprising. It is particularly ironic that Giscard's Republic dedicated to the slogan of advanced liberalism, restored Napoleon to his position in the French university so soon after he had been so forcibly removed.

Sally Jenkinson and Guy Neave

Economies are forcing a change in attitude to Third World schooling, writes John O'Leary

Aiding quiet changes in overseas education

Last week, without fanfare, an administrative reorganization took place which may come to be seen as a watershed in Britain's aid effort in the field of higher education. Although little obvious change is likely in the short term, force of circumstances, economic and otherwise, seems bound to jolt the system into a new era.

The outward sign of movement came with the incorporation of the former Inter-University Council for Higher Education Overseas into the British Council. The Goverment's desire for rationalization, expressed in Sir Leo Pliatzky's White Paper on quangos, finally came to fruition after a long and sometimes fraught courtship between the two institutions when vice chancellors agreed to alter the IUC's articles of government and hand over formal control to the British Council.

Together with the Technical Education and Training Organization for Overseas Countries, which joined the fold last year, the new Higher Education Division will establish a virtual monopoly of Government funded aid projects beyond school level. Although the Association of Commonwealth Universities does operate in the same field, it relies entirely on money raised from the institutions themselves, with the exception of its involvement in the Commonwealth Scholarship and Fellowship Plan.

The IUC has been enlarged to become the later University and Polytechnic Council, which will select the members of a new standing committee of the British Council. Mr Geoffrey Tribe, former head of the British Council in Nigeria, has been given the task of guiding the new unit through its formative years, culminating in a review of the new arrangements in 1984.

Although possible in theory, it is inconceivable that the review should result in steps back towards the arrangements which have satisfied the universities for 30 years, no matter how reluctant they were to relinquish them. More likely, in spite of guarantees included in the agreement governing the merger, is that the work will become more closely integrated into the mainstream of the council's operations once the review is complete.

For the moment, the new IUPC should remain virtually untouched by the merger. It is not moving into the headquarters of the British Council for five months and will continue to work on programmes which were under way or in the pipeline long before the merger took place.

In the longer term, however, the merger, Government spending policies and the plight of the universities can hardly be expected to leave educational aid untouched. Indeed, international developments were already pointing to changes in aid activities regardless of any rationalization exercises.

The IUC's role in developing institutions of higher education in post-colonial nations was, though still necessary in some countries, in decline. While foreign universities value the links made possible by the council, several of the countries which had seen the main thrust of the IUC's efforts have become more assertive and self-reliant. Singapore, for example, is the latest state to set up its own staff recruitment operation in London—a function previously entrusted to the IUC.

Incorporation into the British Council, and the geographical expansion that will bring, is bound to accelerate the process of change. Whereas the institutions with which the IUC dealt are almost exclusively based on the British model and English speaking, the ending of international barriers with the British Council will now bring its successor into contact with all parts of the world. Universities of the Continental type will require a new approach but compensation will come in the great potential for expansion into uncharted territory, such as China in particular.

The limiting factor, inevitably, will be finance. The British Council's funding problems have been well chronicled and were only marginally ameliorated by the Prime Minister's personal intervention last year, which restored part of its grant. And the overall aid budget has suffered more than most Government spending since the Tories came to power.

Higher education's share of this diminishing cake should benefit from the concentration of activities under the British Council but has never been large. Some £90m went on education projects for developing countries in 1979 and it has been estimated that higher education accounted for approximately £7m, or 1 per cent of the total aid budget.

The Overseas Development Administration, which is responsible for distributing the money, is sympathetic to education's cause. Indeed, a recent ODA background paper began: "Education is the key factor in development. It is a means of furthering social and economic growth and improving the prospects of ordinary men and women."

But, as Mr Richard Griffiths, former director of the IUC, noted, universities no longer enjoy their previous public appeal either in Britain or in many of the developing nations, and the temptation is to channel a greater proportion of funds elsewhere. Governments in the Third World have begun to ask themselves whether they derive maximum benefit from expensive university operations or whether they might not do better to concentrate on lower level education, particularly of the non-formal type.

In Britain there is more support for aid of the basic kind, such as disaster relief, and little scope for any planned expansion of aid of any sort while existing policies prevail. As a result, agencies are being forced to look increasingly to multilateral programmes for new projects.

New initiatives will often depend on the ability of officials to tap sources such as the World Bank and the European Development Fund which do have funds available for those able to master the system. At present, they provide only a minuscule proportion of the money flowing through British programmes but they are certain to have a growing influence.

In the meantime, the ODA sees Britain's main contribution still in the field of staff recruitment, providing advisory services and assisting in the establishment of links with overseas institutions. Ironically, it is here that the financial crisis of British universities could provide a silver lining.

Under normal circumstances, it would be hard to envisage the 1979 total of 2,500 Britons working abroad in education being maintained since the Government is running down the expatriation supplement paid to them. However, if large numbers of lecturers do lose their jobs, there may be no shortage of people prepared to go abroad and take relatively low salaries to supplement early retirement pensions.

The combination of factors cannot but lead to some reorientation of educational aid policy. Fears expressed by supporters of the IUC mode of operation that the new, rationalized system would be more bureaucratic and ineffective may have been exaggerated. But those hoping for the *status quo* to be maintained seem sure to be disappointed, as the emphasis falls more on staff development and short-term projects, albeit at the expense of some long cultivated institutional relationships.

Alan Franks argues for the playwright who chronicled his country's bitterest times

Sean O'Casey: writing the wrongs of Ireland

Richard Hoggart and others may be right about the need for more television plays reflecting life in Northern Ireland today. They can have few grounds for complaint about the attention being paid to the drama which arose from an earlier equally troubled Irish epoch.

The greatest stage-chronicler of those fiercely remembered troubles was Sean O'Casey, an unrepentantly political writer at a time when the more sublime and poetic fashions of Yeats still dominated Irish letters. If there were today a figure with only half his ability to turn the riddled conflicts of nationalism into a theatrical backdrop, the past 12 years would at least have known the compensation of throwing up some enduring masterpieces.

Not that all O'Casey's contemporaries wanted to see his plays endure. By the time *The Plough and the Stars* opened at the Abbey Theatre, Dublin, in February 1926, the Easter rising of 1916 had become the object of an altered perception. What was originally viewed as the virtually mutinous act of a minority had been legitimised (and even made heroic, thanks largely to the oafish reprisals of the British) as a foundation of the new nationalism. To be reminded of the squalor and petty looting that had coloured the whole affair was not at all what was wanted.

There are a number of things happening today which in their own very different ways can only have the effect of restoring O'Casey's influence and of making new audiences seek the lessons, dramatic, social and political, of his work.

The past two years have seen major revivals of three of his most famous plays, *The Plough and the Stars, The Shadow of a Gunman* and, most successfully, *Juno and the Paycock*.

There have just been two television histories, one 13-part, the other five-part, both focusing closely on the dark and tangled days of which O'Casey wrote: the Great War itself; in which many a nationalist and loyalist alike fought in the hope of their cause's performment later; the Easter rising; the bitter guerrilla campaign against the "Tans" and the "Auxies"; and the civil war between Republican and Free Stater.

O'Casey has been included in a series of six Irish lives just published by Gill and Macmillan, and he finds himself in distinguished company, the other five being Collins, Parnell, Craig, Joyce and de Valera.

It is a very welcome and accessible biography, written by Hugh Hunt, who was professor of drama at Manchester University between 1961 and 1973 (also an ex OUDS president and founder and director of Bristol Old Vic). More significantly in this context he is an authority on the history of the Abbey Theatre, the place always at the centre of hugely and passionate controversies in the early decades of the century. He wrote the recently published *The Abbey: Ireland's National Theatre 1904-79*.

Hunt dismantles the myth of O'Casey's abject poverty. True, when *The Shadow of a Gunman*, the first of his plays to be produced, was seen at the Abbey in 1923, O'Casey, by then 43 years old, was still a labourer; but the popular notion of him spending his boyhood in the teeming slum tenements of his own plays was an exaggeration.

Hugh Hunt does identify certain of the early incidents in O'Casey's life which were to find their way unequivocally into his work. There was the affair of Dr Michael O'Hickey, a *cause celebre* which, like many that O'Casey was to espouse, ended in defeat. O'Hickey, who was professor of Irish at St. Patrick's College, Maynooth, published a pamphlet urging the adoption of Irish as a compulsory requirement for matriculation at the New University. The revival movement was being strongly resisted by the Catholic bishops who sensed a threat to their role as spokesmen on educational affairs.

"For the first time," writes Hunt, "we see Sean in his lifelong role of crusader against ecclesiastical tyranny, calling on Republicans, nationalists and Gaelic Leaguers to rise up and demand the reinstatement of O'Hickey, but his efforts were in vain for neither Sinn Feiners nor Leaguers could afford to incur the hostility of the bishops. So Dr O'Hickey was abandoned to fight a lonely and frustrating battle in Rome and to be finally defeated by the pressures and promptings of the Irish caucus and of Cardinal Logue himself. In 1916 he died in Ireland, impoverished and forgotten. But by Sean he was to be commemorated as a martyred hero in a chapter of *Drums Under the Window*."

By 1911, with the deeply rooted industrial crisis in Dublin coming to a head, O'Casey joined Jim Larkin's Irish Transport and General Workers' Union. Two years later, after the great lockout of 1913, he was to despair of ever seeing nationalism and the labour movement proceed in tandem. Such an ideal angered both the Gaelic League and the Irish Republican Brotherhood.

Although Hunt is very lucid on O'Casey's part in these pre-war politics, the 1913 lock-out and the formation of the Irish Citizens' Army, it is, not surprisingly, the Abbey of the 1920s where he feels most at home. After all, this had been the scene of all that tumult over J. M. Synge's *The Playboy of the Western World*, with its too-frank portrait of a rural community. On that occasion Yeats had intervened on behalf of the playwright whom he himself had encouraged to research and create the plays and, it seems that the senior poet had by 1926 acquired the taste for impromptu performances. When a planned demonstration disrupted *The Plough and the Stars* early in its run, with the stage besieged, police swarming into the auditorium, and the stench of stink bombs filling the air, whose arm was raised on the stage for the following declamation?

"You have disgraced yourselves again. Is this to be an ever recurring celebration of the arrival of Irish genius? Synge first and then O'Casey. The news of the happening of the last few minutes will go from country to country. Dublin has rocked the cradle of genius. From such a scene in this theatre went forth the fame of Synge. Equally the fame of O'Casey is born here tonight. This is his apotheosis."

It was W. B. himself, of course. But impromptu? Not exactly. As Hugh Hunt reminds us, Yeats, who was inaudible in the din, had made sure to prime *The Irish Times* with a copy of his speech!

Hunt also puts the different reactions to *The Plough* and *Juno* well into context. The second may have been deeply menacing to certain aspects of Irish self-esteem, but at least it saved its ire for the massacre of civil war. Whereas, "in *The Plough* there are no heroes, only victims."

It was one of the most Irish houses in O'Casey's life that the Abbey, which wounded him to the marrow in its rejection of *The Silver Tassie*, and which was itself such a potent symbol of the national revival, should have been sustained in lean years by play that had reged. O'Casey reconsidered *Juno*, and the conflict which engendered it. This he recalled as ". . . a fight between two parties over a few words included in the Treaty made by one of them with England. The difference between the two parties was trivial, almost insignificant, not worth a fight with fists, much less cannon, machine-gun and rifle. But they went to war about it, and devastated Ireland between them."

O'Casey was always about politics and they were often about life. Yeats' "mere wallpaper" theory on the relationship between current affairs and politics was never for him but then he was always the own man in a country of own men.

Seeing the play last month in an outstanding production by the RSC he thought that he was ahead of his time was simply a cliche. To be more precise he was about 60 years ahead and the vacancy remains unfilled.

Sean O'Casey by Hugh Hunt (Gill and Macmillan, £25.50).

O' Casey: 60 years ahead

In his continuing series on the popularisers of science, Robin McKie meets Carl Sagan of Cornell University.

Star of page and screen

Carl Sagan is a star among science popularisers. While Britain revels in the amiable eccentricities of our Patrick Moores and Magnus Pykes, Brooklyn-born Sagan, director of the laboratory for planetary studies and professor of astronomy and space sciences at Cornell Uniersity, offers the perfect credentials required to put science on the screen and page – gaunt good looks, a fine academic pedigree and a disarming way with words.

This last quality has already won him America's 1978 Pulitzer Prize for literature and has led him to describe the works of Eric von Daniken, which believes man's ancient civilisations were the work of aliens, as mere "temporal chauvenism"; emulate the ringing phases of Genesis to show that science, when eloquently expressed, seems just as wonderful and mystical as the Bible; and to describe our planet as "the shore of the cosmic ocean". So far "we have waded a little out to sea, enough to dampen our toes or at most wet our ankes", 45-year-old Sagan states in his newly-published book *Cosmos*. "The water seems inviting" he adds. "The ocean calls".

The book is being released prior to the BBC's screening of his 13-part television series of the same name in June – which promises to do for astronomy what David Attenborough's *Life on Earth* did in Britain for zoology. In America it has turned out to be the most popular show in the history of public television broadcasting, attracting audiences of 20 million for some episodes, and in Japan, where *Cosmos* is being screened for a second time, it has proved to be the most popular foreign television series ever shown there.

Similarly the book, *Cosmos*, has been top of the *New York Times* best seller list for months – which is probably more a reflection of the impact of the television series than Sagan's admirable writing. He describes the show which took three years to make, cost 8.5m dollars, involved 150 people in production and was filmed on 40 *locations* in 12 countries – as "the single longest most sustained project of my life".

It mainly covers the birth and development of astronomy but also touches other general topics in the interaction os science and civilisation. It was successful "because it was the first", said Sagan, and also because of its ambitious and imaginative use of special effects.

"For instance, in the second episode, there is a stunning sequence in which I prick my finger with the thorn of a rose in Kew Gardens. The camera zooms into the drop of blood, seems to enter it, finds a particular blood cell, enters the blood cell, travels through the cytoplasm to a nuclear pore, enters into the nucleus of the cell and there we find ourselves in the world of the nucleic acids".

"We even show a correctly functioning model of DNA with its tens of thousands of atoms in correct positions. It gives a real sense of baroque complexity".

In another sequence, the producers recreate the great library of Alexandira – "the first true research institute" – through use of a large-scale model manufactured according to the best scholarly evidence. Using an advanced new camera technique known as Magicam, Sagan is seen apparently walking round the ancient halls that were destroyed in the Fourth CEntury AD and where Greek scientists such as Eratosthenes, Hipparchus, Euclid, and Dionysius gathered to study. It was so successful and plausible that the Egyptian Tourist Board was apparently besieged with inquiries from people wishing to visit the great library!

Yet Sagan maintains that he would be perfectly content if people came away from the series remembering no scientific facts but with a sense that science itself is accessible and is not an activity confined to socially backward people who wear white coats. "We wanted to show that science could stir an audience and went to great pains to be accurate, yet compelling".

There was, however, another major motivation in setting up the series. Media apathy to the success of the Viking landings on Mars – brought on pans in return is a bankrupt argument," he added.

Carl Sagan: fine pedigree

colleague Gentry Lee, set about raising public funds for a major scientific series which would rival British imports such as *Life on Earth* and Bronowski's *The Descent of Man* that had been hugely successful in America.

Yet the subsequent success of *Cosmos*, together with the rise or popular scientific publishing in America and the huge public interest in the recent Voyager missions to Jupiter and Saturn, have not blinded Sagan to the problems now facing US scientific research, particularly projects carried out in space.

A designer of experiments on board the Viking probes and a consultant to other National "Aeronautics and Space Administration planetary missions, he is quick to point out that after Voyager Two's rendezvous with Saturn later this year, there will be a five-year gap in which America will have no deep sea space missions sending back information. In contrast, every year between 1962 and 1981 there has been a working US probe of some kind on a planet or moon.

"There seems to be enormous opposition in the Reagan administration to the funding of science in general. There have been major cuts across the board, and we now in the position of eating the seedcorn of basic scientific research". Sagan added in typical metaphorical style.

Similarly he points out that there is no presidential science adviser, no administrator for NASS, ano associate administrator for space science and no director of planetary programmes at present – which gives an indication of the low priority this kind of science, indeed, all science, now attracts in America.

Nevertheless, space missions to the planets of the solar system can be justified in several ways, he believes. Firstly, there is their importance in gaining a true perspective of Earth, allowing us to develop accurate predictive science in areas such as geology and meteorology using other planets as comparisons.

Secondly there is their impact in our search for who we are. "There is a basic human desire to find out where we come from and how we fit into the random cosmos around us. Planetary exploration is the perfect tool for answering many of these questions".

And lastly there is their value in the development of benign high technology. A spacecraft has to operate and function successfully in a hostile environment on its own for up to 10 year, a task which helps push technology to its limits.

This could have advantages for commercial ventures such as remote deep sea mining vessels, although Sagan remains suspicious about arguments which stress ipportant spin-offs from space technology. "The proposal that scientists should be given $25,000 million dollars to put man on the moon and will give the world non-stick frying

Indeed, Sagan was a strong critic of the money spent on putting American men on the moon which was done purely for political purposes in the wake of the Bay of Pigs fiasco and Russian space successes, he stated, and should therefore have been paid solely by the US Secretary of State's department and not out of the science budget.

That is typically firm speaking for Sagan who is also known for his strong opposition to the views of the parascience writers such as von Dankien and Charles Berlitz who believe strange extraterrestial influences have shaped Earth's past and present. Their books are "mere superstitions" says Sagan who claims they are also dangerous because they condition people to be uncritical.

Similarly, Sagan is quite resolute in opposing creationism, the alleged scientific doctrine which claims biblical explanations are as viable as Darwinism. "Its exponents say they want equal time given to the teaching of creationism in schools. I would be far more complacent about this, if I thought they would allow equal time for preaching Darwinism in churches."

As part of his commitment to these views Sagan gives his name and testimony in many legal cases where he believes scientific truth and validity are being seriously questioned, which represents a significant additional workload for a scientist who lives only for his science – be it as a researcher, presenter, teacher or writer.

"Astronomy is my work and my relaxation. I have wished only to be an astronomer since I was a boy and as I thought then that I would only be able to do this in my spare time, it is an added bonus for me to be paid to carry out both my work and hobby".

The son of an American mother and Russian imigrant father, the young Carl Sagan received some of his first enthusiasm for science from the pulp science fiction of Edgar Rice Burroughs – a strange source of inspiration for a gifted student who later entered Chicago Univesity as a 16-year-old on a scholarship, leaving nine years later in 1960 with a PhD in astronomy and astrophysics.

During his vacation months he helped breed fruit flies for biology experiments at the Indiana University laboratory of Nobel Prize winner Hermann Muller – a fortunate training for a scientist destined to become one of the first leaders of a new generation of exobiologists, those scientists who study extraterrestial life and possible occurrence elsewhere in the universe.

Sagan later studied at the University of California at Berkely for two years – collaborating with Russian scientist. I. S. Shakovski on the book *Intelligent Life in the Universe* – before moving to Cornell University. Since then he has produced several best-selling popular science books such as *The Cosmic Connexion* and *The Dragons of Eden*; made crucial experiments and predictions about planetary conditions in the solar system; and is now working on the next major NASA mission to Jupiter, the Galileo satellite which will orbit the giant plant releasing small probes into its crushingly dense atmosphere.

After more than two years absence, he is also making a welcome return to pure research – his favourite occupation, although this is being tempered with work on another project, a science fiction film and book based on human contact with intelligent aliens and which involves collaboration with novelist Ann Druyan with whom he now lives after the recent break-up of his marriage.

Yet science fiction, entertaining as it may be, pales into insignificance when compared to real science which is always more imaginative and subtle simply because it is true, Sagan added. The leading star of astronomy may have his head in the heavens, but as always his feet remain firmly planted in reality.

The Natfhe caution that paid dividends

The caution shown by union leaders who reached last October's deal with the local authorities on part-time lecturer' pay and salary structures has been amply justified.

The agreement cleared up one anomaly – the position of part-timers whose workload was indistinguishable from that of a full time lecturer. It also secured a long-standing national objective – the replacement of widely ranging regional pay rates with a simplified three-tier arrangement with only one year's phasing.

But it gave the employers plenty of scope for a full scale-evaluation of the implications at the same time as negotiations on the position of lecturers who worked less than 20 hours – often in different colleges.

Six months later officials from both sides are still tying to thrash out a way of bridging the gap.

The major issue outstanding is how to calculate whether part timers who work more than 60 per cent of the full week should have the right to associate lecturer status.

An associate lecturer agreement has been available to authorities for some time but has been largely neglected. The October deal turned this voluntary arrangement into a requirement in the case of part timers working more than 60 per cent off the full time week, and it is the basis for calculating this entitlement which is causing the delay.

If officials fail to find the basis for resolving the differences the question of a reference to arbitration is not being ruled out by union leaders.

Last April's Clegg report said that the failure to pay hourly paid staff on a pro rata basis with their full time colleagues offended against the principals of comparability, and noted, evidently with some surprise, that the practice established for years in the schools had not been extended to further education.

The Burnham meeting which finally formally reached a provisional agreement spanned eight hours of intense bargaining – "exceedingly complex and difficult" according to the National Association of Teachers in Further and Higher Education.

There was pressure from all sides for as speedy a settlement as possible, as the discussions related to the 1979 claim, were still continuing after the 1980 claim had been settled, and could run on possibly until the 1981 round began.

The Natfhe representatives on the teachers' panel strongly felt that their union should back the deal.

In an internal document they set out the "significant advances" it offered:

- Appointment of lecturers who do a significant amount of part time work as associate lecturer (with improved protection under employment law as well as comparable pay.)
- The promise of talks on the possibility that staff working in more than one college could have their hours aggregated in seeing whether they would qualify for associate lecturer status.
- The abolition of hourly rates in cases where staff were doing the equivalent of a full time job.
- A single system of national pay rates to replace the regional system by September 1981.
- The immediate abolition of the lowest-paid category of work to improve pay for lecturers in non-vocational non-advanced work.

Recommending acceptance, the negotiators said: "The alternative . . . was arbitration. In considering this the panel felt the matter was complex and not likely to be appreciated by arbitrators in its complexity, hence an award may be unintentionally disadvantageous".

They also said that the offer which the arbitration would consider would be inferior to what had been put on the table in Burnham, and that the advances made in negotiations would be lost.

Early in November the deal was ratified by the union's national council. Mr Sandy Grant, a member of the union's executive called it a "real breakthrough," although she admitted it contained some problems.

During negotintions management officials had warned of the effect on the adult education and art colleges of an expensive agreement which might price these parts of the service our of the market or raise other problems.

The employers had won breathing space which enabled them to assess the deal before September when important aspects were to be implemented – the national rates which would significantly raise the pay of all part timers and the right of accosiate lecturer status for people lecturing equal to 60 percent of the full week – and thus began to make use of it.

Some authorities responded by imposing a moratorium on new appointments and building up of extra hours which might exceeed the threshhold until they had costed the implications. Others embarked on an official work to rule: they refused to pay the higher regional rates payable from September last year until the national negotiations on the loose ends were completed and a Burnham report circulated to make them legally binging. There were a number of instances of authorities either reducing contact hours to make sure their staff would not qualify next September or – according to the Association for Adult and Continuing Education – telling lecturers working 15 hours a week or more than their work load would be reduced unless they signed away their right to associate lecturer status.

Natfhe's national executive was instructed by the union's national council earlier this year to ensure that the agreement covering people working 20 hours a week or more was implemented, and to resist "by all possible means" attempts by authorities to breach the spirit of the agreement by reducing current part time hours.

But management officials were quick to point out that the October deal specifically referred to hours of teaching in September 1981, and had not contained a clause preventing individual authorities from reshaping the service to match thier tightly constrained budgets.

A sub-committee of the Burnham FE Committee tried to resolve the differences over practical implementation without success in late February. A number of issues came near to being solved but the efforts foundered on the question of aggregation, and the matter was referred to a full meeting of Burnham which was due the following week. This however was the meeting set aside for discussion of the 1981 salary claim, and after talks spanning 90 minutes it was clear that there would be no time to deal with both. A further meeting of Burnham was called last month specifically to thrash out the problems, but after a morning of talks this too was adjourned.

Union leaders are now under fire from both sides. Their own members accuse them of not going far enough, of allowing authorities to flout the agreement. The employers accuse them of pursuing claims which will wipe out the service in vast tracts of the country.

Both charges they resist with anger, if not with surprise. They are aware that many lecturers expected the Clegg recommendation to pave the way for a part timers' bonanza and acknowledge the disappointment that the October deal and the subsequent activities of some authorities has caused. But they are still convinced that they could have got no more last authumn, could have got much less, and may make more significant gains in the years ahead.

Attacking the employers' attitude, one said: "The blame is being put on the pay rises and changes in structure" and this is not true, adult education did not get wiped out in a lot of areas last year because of this but because of withdrawal of financing.

"The interests of the service in the future are best served by retaining professionalism and expertise within it, and this depends on paying the rate for the job."

What the October deal said:

- From January 1 1981 hourly paid staff regularly working 20 hours a week and required to undertake additional duties has the right to be paid as full-time Lecturer 1
- From September 1981 Part-timers who have – or come to have – regular class contact equal to 60 percent of the full time commitment will have the right to Associate Lecturer pay and conditions
- Three national rates of part time pay from September 1981 to replace the existing regional rates

David Jobbins

Winter days and northern lights

In our continuing series on intellectual topography, Göran Therborn explores the sober landscape of Scandinavia.

At the latest *Biennale* the Swedish representation included an elegiac suite of four paintings of Ola Billgren, called *Winter Days*. One of them is titled *Reality's Window* and presents from inside a high pre-modern window in its frame. You don't see the room, only its warm, pale light. In the window frame a candle is lit and a book is open to read. Outside some black, naked branches, but besides and beyond them absolutely nothing, only the thick, impenetrable grey of a winter afternoon.

This picture expresses very well the current situation of Sweden. It is still warm and perhaps even cosy, though the unseen inside may also hide an empty loneliness. What lies outside and ahead is not exactly threatening, but it is uncertain, impenetrable, and you might be confined for a long time by the cold, grey mist – with your book and your candle, both of which might be finished betimes.

Well, uncertainty is common in these times, and belief in progress is hastily buried almost everywhere, sometimes with all ceremonies respected, sometimes not. It is rather the quiet nondrama of it all, that is more characteristically Swedish and Scandinavian.

The world in small quiet places, such as contemporary Scandinavia, takes on a particular character. Words do too. Very small ones underline the pettiness of the place. Very big ones have to devour themselves, as there is nothing else of sufficient size to feed them. Where everything else is trimmed and measured, words have to be too. This rule was proved by violation in Sweden last year.

The intellectual debate in Sweden in 1980 was about intellectuals, power, and intellectual responsibility, i.e., a classic of the intellectual repertoire. The *mise en scene* was quite up to date, with the USSR, the State, permissive left liberals and other left-wingers in the roles of villians, and the lone, or almost alone, creative and morally responsible intellectual as hero. The stage was *Svenska Dagbladet* in Stockholm. It is Sweden's leading conservative daily, rather well-run and increasingly broadminded in its discussion pages. A sober scenery. The cast included actors of literary renown, even of international reputation. All the ingredients of a habile national performance of a classical play readapted to the trends of the day were there, as well as adjusted to the traditions of an old Protestant country.

Everything seemed to go well. Bureaucrats, politicians of all parties, soft liberals, dogmatic Marxists, trade unionists, Vietnamese, Russians, and prevailing mass media opinion, all got their due. Rearmament, entrepreneurship, erudition, school discipline, and nuclear energy, were again elevated to their true, high, moral stature. The Swedish road to Gulag was vividly exposed, short as it is.

Left liberal and Social Democratic sub-intellectuals dutifully played their parts according to the readapted script. They got angry, calling the eminent heroes names, such as "reactionaries". Here it was clearly demonstrated for everybody that the "mass media Left" was calling for a pogrom, thereby finally and unmistakeably revealing its Fascist character.

So, it was a kind of local success. However, if we for a moment, disregard the gusto of the performance and look at the text only, it seems that a fatal misjudgment of genre was made by all actors and, sad to say, by a good part of the audience as well. What was being played was not the classic morality play, but an obscene, or ludicrous farce.

What became a debate opened by the publication of a solemn oration by Jan Myrdal, on the occasion of receiving a doctorate *honoris causae* in the United States. Myrdal attacked the majority of Swedish (as an example of Western) intellectuals for being sentimentalist romantics and a closed guild with fuzzy primitive ideas about economic growth, nuclear energy (too negative) and sexuality (too concerned). For being unconcerned with the Russian threat to the world and, for failing to commit themselves (i.e. to the unions) in the big industrial conflict in Spring 1980. True or false, but still in the classic genre, even if with a – for these days – quite original pro-union twist.

Then an eminent Liberal writer, Sven Fagerberg, turns Myrdal's speech into the prologue of a debate by publishing a major diatribe against "Left Fascism", starting by agreeing with everything Myrdal had said; except for Myrdal's absence of reality "when he talks about the economy". The labour capital conflict has become obsolete. Sweden is threatened by Left Fascism, represented by Social Democracy and Communism, while the three governing parties – usually called "bourgeois" in official Swedish political parlance – are social-democratic. The industrial conflict was an attempt by the Left Fascist Social Democrats to take power by force.

To call the Swedish Social Democrats and Eurocommunists Fascists might, to some listeners from the outside, sound somewhat surrealistic. But there is the *licentia poetae*, and Swedes are, as you know, a very licentious people. Few Swedes, if any, reacted very much, when Fagerburg in a later contribution to political analysis and intellectual morality likened Olof Palme to Heinrich Himmler.

However, in a small country, the tragedies of the big world may turn into a farce. The same industrial conflict, which Myrdal had portrayed as a gigantic working-class struggle betrayed by romantic anti-technology intellectuals, was seen by Fagerberg as an equivalent to the NSDAP *Putsch* in Munich in 1923 – in case we should take his argument about Left Fascism seriously, that is. To foreigners and other innocents this might seem a very serious disagreement indeed, hardly describeable as two different afflictions about "the economy". Not so among the cream of Swedish intellectuals. Instead, another prominent Liberal writer, Lars Gustafsson, bestrode the stage. Bewildered readers were assured that the new class in Sweden could be described both by the methods of both Myrdal and Fagerberg, like the objects of research of quantum physics could be grasped both as corpuscles and as waves. Thus it should follow that the same phenomenon could equally well and correctly be described as an attempted Fascist *coup d'état* and as heroic workers' struggle.

Myrdal returned to agree with his friend Gustafsson. He and Fagerberg had different opinions about the "theory or surplus value", but with the latter a serious and fertile dialogue was possible. Later on Swedish readers further learnt from Myrdal that, all surplus value and class struggle apart, a dialgoue with the SAF (the employers' confederation) was also possible and positive. What was clearly *not* possible, however, was anything but unrelenting war against the "parasitism" of the "media left" – a rather original contribution to the theory of surplus value, one might add.

Fagenberg concluded the debate with a satyric play of his own, leading up to a great reconciliation. The Himmler-like Social Democratic politicians and trade union leaders reconcile themselves with the SAF, embrace Eros (qua Hollywood starlets), and turn from professional to merely semi-professional officials. Exit Left Fascism. Quiet places, quiet days, phoney wars.

As Britons remind us every time the Swedish Academy does not give Graham Greene the Nobel Prize, Scandinavia is a small cultural periphery. However, no dictionary would give you farce, operetta, philistinism or dessert as synonyms of periphery. If we assume that the question of the character of peripheral cultures is open, then along what lines should we look for its determinants? We are here asking about culture in a modern sense: evaluated more by creative vitality and originality than by the exquisitive refinement to its processes of reproduction.

One primary determinant seems to be *historical time*. In the cultural history of Europe there was an exceptional period of multi-faceted pluralism, which started in the later years of the Napoleonic Wars and ended with World War II. The peak of the period was the last third of the Nineteenth Century and the first third of the 20th, to the crisis of the Depression. New nations were created and old ones re-created by new social forces, and the international order was reconstructed or challenged. There were many vigorous rising nationalisms, but not only that. There was also, in the heyday of the era, an international *avant-garde*, which was the sum of national vanguards. Kierkegaard, Strindberg, Ibsen, and Munch were products of and contributed to national (Scandinavian) cultures as well as being pacesetters of European culture. And so were the sculptures of Brancusi, the abstract art of De Stijl, the architecture of Alvar Aalto and the logic of the Warsaw-Lvov School. Meridional social philosophers of a more conservative bent, from Croce to Ortega y Gasset, contributed to the centre of European culture. Cultural centres were not necessarily political ones. The post-Habsburg Vienna of the Vienna Circle of Schoenberg, Freud, Musil, and Austro-Marxism was a major capital of European culture. Nor did the October Revolution cut through this European polyphony. Eisenstein, Gorky, Mayakovsky, and the archivists of the Marx-Engels-Lenin Institute contributing to *Grünberg's Archiv* on the history of the labour movement were still part of a common European culture.

The war and the post-war settlement closed that era, like so many others. Power, capital, and culture – from nuclear physics to the international art trade – all moved westwards across the northern Atlantic. Britain got a particular part of the spoils (as Perry Anderson pointed out several years ago). Paris was liberated, and later West Germany revived and began again to spread her culture as well as her capital and her military skills (through Nato commands). Eastern Europe was sealed off, from without and from without, reentering all-European culture only much later, in the form of exiled dissent.

However, like men in general, members of peripheral cultures make their own history, even though the forces are against them. Among other determinants we find *cultural resources*. Foremost of these is language. Scandinavia constitutes a linguistic area of its own, consisting of four languages, two of them Norwegian – distinctive enough even to imperialistic Germans not to claim Scandinavian as a dialect of German dialect, like they do with Dutch. Linguistic distinctiveness probably accounts for quite a good part of the relatively successful Scandinavian post-war resistance to cultural colonization, (compared to other small European countries).

As a rather orthodox materialist I hasten to add, that *economic and political strength and autonomy* is a very important determinant of culture too. Post-war Scandinavia is the richest part of Europe, its capital, the Swedish above all, is multinational rather than multinationalized. Small backwoods markets with strong native bourgeoisies are not particularly attractive to the big sharks of the high-capitalist seas. Scandinavia has its very distinctive politics too, its strong Social Democracies which in the 1930s through clever alliances with the farmers and their independent parties contributed the only lasting political solution to the Depression.

At this point, however, it is time to

a view from reality's window

remind the sophisticated readers of the THES that Scandinavia is, in fact, three different countries. Economic and political autonomy characterizes Denmark much less than the two other countries. The fact that Denmark is the only Scandinavian member of the EEC is an effect rather than a cause of this.

Danish culture has some interesting traditions of its own. Most important, probably, is a left-liberal one, somewhat similar to English radical dissent and, more, to French left Radicalism. Originally both agrarian and urban, it is now mainly located in the inflated capital of Copenhagen, which houses about a fourth of the population of the country. Relatively, it is much more significant than its equivalent elsewhere, given the absence of imperial gentlemen, de Gaulle and a big Communist party. But, given postwar geopolitics, with its domestic roots in the agrarian and artisanal petty bourgeoisie cut off because of the decline of the latter, this tradition became, particularly in its current period of strength — after the crises of both agriculture and industry — largely an appendage of American counterculture. Parts of Copenhagen are probably the closest you can get to southern California in Europe. But the Danish masses, on the other hand, have preserved a major part of their petty-bourgeois national traditions. Danish mass culture is much less streamlined and colonized than the Swedish one.

The Germans came back with the student movement. The Danish knowledge of West German leftism and the number of West German translations into Danish rival the Dutch quite well, though spoken German is a commonly understood language among intellectuals only in Jutland.

In Denmark you can consume the better part of Anglo-saxon-cum-Teutonic culture cut down to civilised size. You have an economic crisis *a la anglaise* without either Mrs Thatcher or the miners. You have West German student culture without either Helmut Schmidt or Franz Josef Strauss. You have Californian Bohemia without either the violent misery of the slums or the greedy claws of the empire, and with Proposition 13 a significant permanent minority opinion only. You can have the best happenings in Europe — staged by the Sun Chariot and others — and the best left-wing journalism in Northern Europe, which besides its penetrating debates about the theory and practice of vaginal organism keeps you very well informed about what occurs in Southern Europe and the rest of the world.

Nowhere else in Denmark could you find a book, published in 1978, presenting a manifesto of environmentalist cooperative socialism, written by one of the country's most prominent writers and the chairmen of the left-liberal party and of the Academy of Science; a book that is becoming the political bestseller of the century. Niels Meyer's, K. Helveg Pedersen's and Villy Sörensen's *Rebellion from the Middle* sold about 100,000 copies, which corresponds to more than a million in Britain. In the sobriteness of the "really existing" (Bahro) world "small is/sometimes/beautiful".

The economic strength of Sweden and Norway (recently re-fuelled by North Sea oil) is a long way from that of the Danish bacon exporters and Danish debt-ridden domestic market industry. Sweden is the bigger, industrially more muscled country with the more deeply dug-in Social Democracy. Both countries are proudly and successfully non-members of the EEC.

Now, Social Democracy in office is basically, in good times, a welfare-state administration of society, i.e. of capital and labour. This sounds rather prosaic, and it is. It fuels no cultural take-offs. Instrumentalist-utilitarian in relation to the humanities, pragmatically-positivistic in social science, the stable rule of Social Democracy was a period of cultural mediocrity. Like Minerva's, the wise owl of Social Democracy takes wing only at dusk. When Social Democracy was challenged, from the mid-1960s on, Swedish Social Democratic social scientists made some very important contributions to the understanding of the problems of administered capitalism. There was the Low Income Commission, later turned into the Level of Living Investigation. The trade union economist, Rudolph Meidner, a German anti-Fascist refugee in Sweden, joined West German important Social Democratic debates of the 1950s to Swedish trade union power and left-wing Social Democracy, to create the so-called Meidner plan. Readers of Routledge books will know Walter Korpi's *The Working-Class under Welfare Capitalism*. Other books are being printed or written in English, and in the meantime a Finnish-Swedish left-wing Socialist, Rita Liljeström is developing a serious, class-conscious feminist sociology.

Relatively speaking, postwar Swedish academic culture has experienced an enormous decline. In the interwar period Sweden contributed much more than her due to the humanities and the social sciences of the world. Among the reactionary economists of the 1920s the Swede Gustav Cassel was reckoned among the foremost in the world. More progressive economists will remember the Stockholm School of the early 1930s, simultaneous and equivalent to the Keynesian circle in Cambridge. In political science Herbert Tingsten was a pioneer of electoral research, besides being a great historian of modern political ideas, of those of Swedish Social Democracy in particular. No economic historian will ever forget Eli Heckscher's study of Mercantilism. Little known outside, Swedish literature in the 1930s produced an extraordinarily flourishing proletarian prose, without equivalent in quantity or quality outside the USSR.

In the postwar era Swedish academia has on the whole been one of habile mediocrity. Times have changed, as we have said. But it is in this new constellation of forces, that Norwegian creativity stands out. Norway is a major centre of philosophical enquiry, presided over by Arne Naess, the only Norwegian professor of philosophy between 1939 and 1958. The International Political Science Association has just instituted a Stein Rokkan Prize, in memory of the greatest of postwar Scandinavian political scientists, a Norwegian. The best current work in political science in Scandinavia, another major contribution internationally, is made by the Norwegian Gedmund Hernes. In both peace and conflict research and in social scientific methodology the name of Johan Galtung is one of international renown. The strong tradition of radical Norwegian sociology of law and of criminology is probably best known to non-Norwegian readers through Vilheim Aubert, a Penguin editor. But there are others as well, Niels Christie, Thomas Mathiesen and others. All names are those of full university professors.

Thus, the economic-political autonomy of Swedish and Norwegian capital and Social Democracy has to be culturally differentiated. This brings us to our last determinant of the character of peripheral cultures, to the *social location of intellectuals*.

Swedish intellectuals have always been extraordinarily dependent on the state. By the late nineteenth century, the Swedish proportion of independent professionals was the lowest in Scandinavia. The Swedish state has always had a deep indigenous social impregnation, from that of the land-owning aristocracy to the bourgeoisie and the Social Democratic labour movement, always well adapted to the requirements of capital accumulation. The Swedish state also exhibits an extraordinary, probably unique, historical continuity. Sweden has never experienced a successful popular revolution of any kind, only *coups d'etat, post facto* legitimized by constitutional legislature turned into constitution-making assemblies. The latest one occured in 1809.

In this tradition of political continuity and social power, Swedish academics have always been, above all, civil servants, that is, servants of civil power. What characterised the interwar period was the brief vitality of a belated breakthrough of bourgeois social — and economic — power. But given the centrality of the state and of the civil service, the heroes of the bourgeois revolution, and their pupils, very rapidly turned into the sergeant-major of state liberalism.

The Swedish proletarian literature of the 1930s was, after all, a cultural variant of the bourgeois revolution. Either it was constituted by a series of autobiographies of a personal route out of proletarianized poor rural folks' existence, or — in the great novels of Ivar Lo-Johansson — the epic of a rural proletariat suffocated by or struggling against pre-capitalist class relations in the countryside.

In the postwar period, this bourgeois cultural revolution became ossified in a benign version of the Soviet fate of the proletarian revolution. Nobody was deported to Siberian labour camps, only into civil society, which to many academics was a kind of forced labour too. Truth was one and only one, in this case that of liberal positivism. The result was institutionalized opportunism, or orthodoxy and, in any case, mediocrity. The only innovative contribution of Swedish academia proper came in an unguarded outpost, in cultural geography by the studies of diffusions in time and space by Torsten Hägerstrand.

Remarkably little changed in and after the late 1960s. The effects of the student rebellion have probably been much less than in any other Western country, though it is true that habits of reading and the range of vision has broadened.

More important, there are some positive aspects to the particular social embeddedness of Swedish intellectuals too. The administrative capacity and efficiency of the Swedish state is rather extraordinary. The first Bureau of Statistics in the world was set up in Sweden already in 1751. Swedish Social Democracy has inherited and continued this trait, loyally and skillfully.

By the low standards of the world both state and society in Sweden are relatively egalitarian and morally serious. Imperialism and chauvinism are rather absent. Under the impact of the new contradictions and conflicts of the 1960s, both domestic and international, a radical, penetrating and sophisticated policy-orientated series of investigations developed, as was mentioned above. In content as well as in official institutional location they are situated half-way between academia and the corridors of power, largely in state-funded research institutes owing their origin to very conscious Social Democratic policy.

In literary culture, less shackled by the rules of civil service, the 1960s brough about a major transformation. Swedish postwar literature had been well *au courant* with the changing times of the world. No need for a specifically literary revolution was felt in Sweden. In a society where all academics of significance and influence enthusiastically declined the role of left-wing intellectual and the overwhelming majority declined the role of any kind of intellectuality, writers took up the mantle. All the leading Swedish left-wing intellectuals of the 1960s were non-academic writers, Sara Lidman, Sven Lindqvist, Jan Myrdal, Göran Palm, and Peter Weiss. But with the exception of Weiss, all of them in those years substituted documentaries for fiction. It is probably no accident that Weiss was the exception, with his very strong aesthetic consciousness which is basically rooted in continental European culture. He came to Sweden as a refugee from the Nazies and still writes in German, though carefully checking himself the translations of his works into Swedish.

It is natural that the emergence of the Third World should have a particularly strong impact in a country like Sweden, which had relatively progressive domestic politics and which, as a neutral country, was outside Nato civilization. All the above-mentioned played a vanguard role in bringing about the strongest pro-Vietnamese opinion in the Western world. Lindqvist and Myrdal have made crucial contributions to world knowledge of Asia and Latin America. They can be said to have created a new genre — of literally conscious, radical social anthropology, bringing their literary skills to bear upon profound social and historical analysis.

Lindqvist went to China in 1961 having started to learn Chinese, inspired by reading Herman Hesse. He spent about two years there and wrote an insightful study of everyday life in China and Beijing in the aftermath of the Great Leap, *China from Within*.

He then compared China with India and other parts of Asia in *Asian Experience* and, in his greatest works, *The Shadow* and *Land and Power in Latin America*, with Latin America. In 1980 he wrote a, on the whole positive, balance sheet of Chinese development between 1966 and 1979. He has also written an extremely valuable manual of do-it-yourself social historiography, *Dig where you Stand*.

The son of the Social Democratic economist Gunnar Myrdal, Jan Myrdal summarises in his biography the trajectory of vanguard Swedish social analysis, from the Stockholm School of Economics to left wing Asian anthropology. His lust for adventure took him to Afghanistan in 1958, about which he wrote his first successful book *Afghan Panorama*. His major work so far is his *Report from a Chinese Village* (1962). To some extent retracing the steps of the early Twentieth Century Swedish explorer Sven Hedin, he has also written about Central Asia and, most recently, India in *India is Waiting* (1980).

The major works by Lindqvist and Myrdal belong to the best products of contempoary Swedish culture. Coming from a milieu which does not matter very much in world politics, their eyes are turned not primarily to the *histoire événementielle* but rather to the longer *durées* of social relations, particularly agrarian ones. Their approach comes out of a methodological formation, it is not at all lack of political concern or naiveté. Being literary writers they crystallise their analyses not primarily in evaluations of political forces and struggles but in a very personal narration, which links together and brings to bear their investigations. Their subjectivity has nothing to do with revolutionary tourism.

In political and polemical style they differ greatly. Linqvist is a left wing Social Democrat, who presents his socialist views in a very low-keyed speech and is respected in all camps. He may remind you a bit of Raymond Williams. Myrdal, on the other hand, cultivates his several-times-declared ambition of becoming famous as "a truly villainous writer", heaping personal insults over his opponents in the highest moral pitch. In the late 1960s and early 1970s he was *the* moral conscience of a large part of the Swedish Left. In his own very personal way, Myrdal continues the tradition of the best writers and polemicists of the Comintern, with an allegiance the successor transplanted from Moscow to Beijing.

What in Norway most directly corresponds to the Third World literary anthropology of Lindqvist and Myrdal is the academic peace research developed by John Galtung, roughly at the same time, a kind of academic institutionalisation of the ethos of the CND. This academic inroad is remarkable in itself, but the scene becomes even more remarkable when we take into account the diversity of the small area of Norwegian academia. On the left there was also a massive import of Sartrean philosophy, introduced with much skill and sophistication, and the older traditions in philosophy, economics, political science, and law continued vigorously. As in the rest of Scandinavia, conservative scholars of major creative calibre are scarce in Norway. The best example of this tradition you will probably find in Sweden, in Sten Carlsson, Sweden's leading social historian.

The writ of the Norwegian state does not go nearly as far or as deep into the hearts of its citizens as that of the Swedish one. From the Middle Ages to 1814 the state of Norway was Danish, from 1814 to 1905 it was Swedish. Neither had any deep social anchorage in Norwegian society. The landowning aristocracy virtually disappeared in Norway several centuries ago. Only a thin crust of civil servants represented royal power. When the former lost control, in the parliamentary breakthrough of 1884, the winds of critical intellectuality immediately began to sweep the halls of Christiania (Oslo) University. One example, in the interwar period, Norwegian academic historiography, was dominated by Marxism in the form of two professors, Edvard Bull and Halvdan Koht, both active and prominent in the revolutionary socialist party.

Social relations and social tensions in Norway have never really coagulated in the state, thus providing extraordinary room and facilities for dissent and heterodoxies of all kinds.

There is another pertinent particularly of Norwegian social relations. The Norwegian periphery is not a backward hinterland, but rather the fragmented outlying border area of an internationally open economy.

Before the industrial revolution this Norwegian periphery had the highest standard of living among European populations, it was literate and it had its own, non-Danicized "Neo-Norwegian" language.

Here, I think, we have the social background to the unique Norwegian intellectual blend of populist peripheralism and sophisticated cultural cosmopolitarianism, which you find in the works of Naess and Galtung and other academics, as well as in the literary work — of novels, essays and poems — of one of Norway's most gifted young writers, Kjartan Flögstad.

Probably a major reason for the Populist, non-Marxist radicalism of most left wing Norwegian post-war intellectuals is the rapid and complete social integration of the once Marxist Norwegian Labour Party (DNA) after World War II. Given the strength and character of DNA, the CP was a marginal phenomenon even to committed Marxists, like in Austria, unlike its British counterpart. In this situation what radicalism, intellectual and political, could thrive on was peripheral Populism.

But you should not let the Populists alone write your history of Norway. Norwegian Twentieth history cannot be summarised in a (bureaucratic) centre (farmers') periphery conflict. Nor was Scandinavia doomed to become Social Democratic. The DNA adhered en bloc to the Comintern, and in contrast to the PCF of the Congress of Tours, kept the allegiance of the great majority of the working class onto a Communist road. The Comintern soon proved too rigid for the Norwegians, but until 1933 the party kept the banner of revolutionary Marxism flying. The Norwegian bourgeoisie, headed by wealthy shipowners, with a mass support among the farmers, was correspondingly militant, organising impressive national organisations of strike-breakers and sending DNA leaders to prison for anti-militarist agitation. In short, Norwegian modern history is also one of frontal class struggle.

On the intellectual scene today you can see this in the, probably, unique vitality of the working class novel. It is represented by a whole group of very gifted young writers related to the strongest Marxist-Leninist movement in Europe north of the Pyreneans.

The main representative of this literary tendency is Dag Solstad, and his main work is a historical trilogy about a number of working class families in Oslo's East End from the late 1930s to 1945. In spite of the author's particular, and never hidden, political orientation, it is a *class* novel of remarkable literary quality and historiographic discussion because of its literary effects it has also opened a historiographic discussion because of its new, critical light on 1940 and on the Resistance. It is a work, which has touched the historical nerves of a nation.

Remember, cultural peripheries are beyond the vision only of the near-sighted. But carefully formed by the cautious empiricism of a provincial university. I will end by quoting how my old little Swedish encyclopedia ends its entry on the topic: "No definite theory of northern lights has yet been presented."

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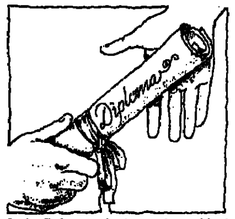
In our continuing series on professional training Howard Levenson challenges the traditional model of the 'objective and impartial' lawyer

The network of nepotism that serves the rich



It is fitting to look at "a crabbed barbarous study" on the tenth anniversary of the publication of the *Report of the Ormrod Committee on Legal Education*. This comment by P.C. Yorke in his *Life of Hardwicke* will find an echo in the minds of many law students and trainee lawyers.

It is not possible to assess legal training in an ideological vacuum. David Podmore (in the Summer, 1980, *British Journal of Law and Society*) pointed out that: "Until recently the dominant view of the sociology of the professions characterized professions as homogenous, having strong internal solidarity, consensus and a common identity of interests among their members".

However, there have been a number of areas of conflict within the legal profession. Amongst these, and interrelated, are conflicts over education and training (including the pay of trainees), the role of public legal services, and controversy between academic lawyers and professional bodies. Behind many of these conflicts are hidden ideological disagreements over the function of law and the role of the lawyer in society.

The traditional, but grossly unsatisfactory model, sees lawyers as objective and impartial dispensers of advice to all who need it, about law which is a product of tradition and democratic processes and which also forms the bedrock of liberal democracy. The lawyer's job is then seen as a technical one; the lawyer must be trained in legal techniques to provide the technical skills needed by society and it is not the lawyer's job to inquire too closely into policy issues or to become involved as lawyer in political aspects of the law.

Indeed, at the very outset of its report, the Ormrod Committee pointed out that: "The most striking differences between the present method of preparation for the legal profession in England and those adopted by other countries . . . arise from the existence of law schools run by the profession itself which play a prominent part in the education of future professional lawyers . . . and its corollary that, in this country, the universities have not yet attained the dominant influence over professional legal education which their counterparts in other countries have enjoyed for a great many years".

This situation ensured that lawyers would be recruited from a very narrow social background, would be exposed to a limited range of ideas and attitudes and would receive a through grounding in the technical mysteries of the law. Although in the fourteenth and fifteenth centuries bar students were also taught history, scripture, music and even dancing, by the seventeenth century this had disappeared and in 1846 the Select Committee on Legal Education said that: "No legal education worthy of the name of a public nature is to be found" . . .

A far more useful and realistic model sees that lawyers who unquestioningly service the *status quo* are helping to maintain it, that law is amongst other things a tool of class interest, though one of variable subtlety, and that the most important ideological function of lawyers on the traditional model is to maintain the mystique, credibility and legitimacy of the law. The traditional model is increasingly under challenge – from students dissatisfied trainees, frustrated practitioners, and radicals – and new models of legal training, academic education, and legal practice have been developing.

The contradiciton of the traditional model as explained by Jeremy Smith, Secretary of the Haldane Socity of Socialist Lawyers, is that: "Law . . . must at once be consistent, stable and predictable, and yet also flexible and able to change with changing economic and social circumstances. Each generation of lawyers has to resolve the dialectic to the best of its ability for the myth of "justice" depends on finding the right mixture".

According to his analysis, the problem faced by the Ormrod Committee and subsequent attempts at reform is that: "The traditional type of education and the socialization techniques have produced a breed of lawyer who may no longer be the correct type to perform his social and political function".

The response of the Ormrod Committee was that academic and vocational legal education should be integrated into a coherent whole and should reflect "the profession's continuing need to recruit men and women of widely differing character, tempearment and attainments". As well as legal skills, students should be should be given an understanding of the relationship of law to the social and economic environment; the academic stage of training should be spent at a university or college; and the obtaining of a law degree should become the normal mode of entry into the profession.

The social backgound of recruits to the legal profession has always been a narrow one. Looking at 1976-7 university entrants studying law, the Royal Commission on Legal Services found that only 16% had fathers with manual occupations compared with 66% or the 16-19 year old population. Figures were not available for non-graduates entering the profession, but it is unlikely that many of them are from working-class backgounds, because of the terrible wages paid for a long period. In 1978 the starting rate for a non-graduate was about £800pa. There is no doubt that those from ethnic minorities suffer further disadvantages in seeking employment and professional (compared with academic) training. Women are also heavily underrepresented in the profession. In 1975 26 per cent of law graduates were women, but only 8 per cent of practising barristers and 6 per cent of practising solicitors were women. The fifteen largest London firms of solicitors employed 49 women out of 946 solicitors, and even the six leading firms specilizing in trade union affairs employed two women out of 58 solicitors.

Obviously, recruitment and the structure of training are closely related, and a profession which concentrates on servicing the legal needs of the propertied and providing a narrow training will recruit from the socially dominant sections of society.

In 1974 the Law Socity announced plans to move towards on all-graduate entry into the solicitors side of the profession by 1980. Withing three years of this announcement it back-tracked to allow school leavers to enter the profession provided they had minimum GCE A level qualifications. Ormrod's proposal to abolish articles was ignored, but the nature of the professional examinations was changed for both solicitor and barrister. The Royal Commission on legal services was satisfied with arrangements for legal education but never really faced up to the implications of the Ormrod Committee's proposals and analysis.

Despite some co-operation at committee level between their respective organizations, the worlds of academia and practitioner are still scarcely in the same solar system; yet by their insistence on the inclusion of certain "core" subjects in the degree curriculum if it is to be recognized for exemption purposes, the professional bodies seek to dominate the content of law degrees. Professor Goode of Queen Mary College has pointed out that the professional bodies "have viewed askance new examing methods – continuous assessment, open-book examinations, projects – and only with some difficulty were persuaded not to prescribe what types of mix would or would not be acceptable" (*New Law Journal*, November 15th 1979). In 1979, a conference of teachers of constitutional and administrative law unanimously condemned attempts by the professional bodies to interfere in the content of these courses, and similar protests surface from time to time.

The Advisory Committee on Legal Education is an important forum for the exchange of views between the two worlds, Sir Frederick Lawton, a senior judge, addressed the Association of Law Teachers in 1980 in his capacity as Chairman of the Advisory Committee. He said: "School, not law school, is where the young should receive the basis of a sound education. Attempts at law school to remedy possible defects in school teaching by introducing into the syllabus such subjects as international relations, criminology . . . public international law, are in my opinion a waste of time and energy. In my opinion it is regrettable that law schools no longer regard knowledge of Latin as part of a lawyer's essential intellectual equipment".

It scarcely needs pointing out that this approach is at odds with that of most academic law teachers, and flies in the face of the Ormrod Committee's attempt to resolve the contradictions identified by Smith.

The irony is that, as explained by Bankowski and Mungham, (in *New Universities Quarterly*, 1978): "The requirements laid down by the professional bodies . . . are designed to service a legal profession which is increasingly unable to employ the graduate output of law schools".

Furthermore, not content with their domination of the formal contents of the syllabus: "The values most celebrated in legal education are often not regarded very sympathetically by influential private practioners".

Academic agility, intellectual independence and political querulousness do not make for a lawyer well able to fit into the network of patronage, nepotism and political reliability within which many firms in private practice operate.

In addition, the profession is worried at the loss of work to accountants and others, the effect on probate and conveyancing income of an unstable property market and the political threat to the conveyancing monopoly, and also public expenditure cuts, from which legal aid is not immune. Against this background there has still been a phenomenal growth in the size of the profession. In 1959 there were 19,240 solicitors and in 1978 there were 34,864. At any one time there are now about 15,000 law students, and about 3,000 are admitted as solicitors each year. The growth of interest in so-called "welfare law" subjects is partly a search for new markets, but those who come into law out of an interest in such fields are unlikely to accept the traditional model of the proper role of law and the lawyer. The devlopment of new forms of practice – Law Centres, Tribunal Assistance Units and so on – is in part an attempt to resolve this contradiction. In fact, as can be seen from discussions of the Royal Commission view on Law Centres, the conflicts are intensified. The Royal Commission's main response was to recommend massive and indiscriminate public funding of legal aid to support private practice, which is to be left in the control of the professional bodies.

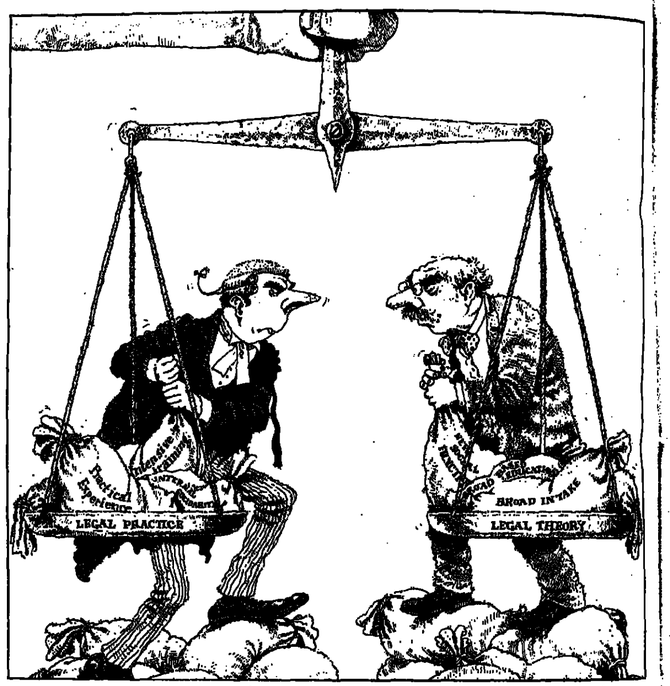
Within the academic world the conflict inherent in the need to respond to both vocational and academic demands has produced a bewildering variety of responses, but the dominant concern is still to prepare for practice and to reflect the interests of the profession. The analytical study of traditional legal subjects has been found by some to be intellectually stifling and by others to be inappropriate to modern legal practice. Some law schools have developed notions of skills teaching (interviewing techniques, clinical education and the like) but this raises a number of problems. Few academic lawyers have professional experience, such courses are very time-consuming, and to practice on real clients is not always a good thing! Insofar as such courses teach a traditional model of legal practice they are of course no less conservative than traditional courses.

There are, in any case, severe limitations to what can be learnt outside the office or at one remove from the real world. This is a problem which also affects professional training.

The emphasis of the new regime in the professional examinations and the educational institutions that prepare students for them is supposed to be practical – based on training for life as a practioner rather then the academic study of law. Students from one of the Law Society's colleges complained to me that the college had not adapted to the new system, that staff could not decide whether their classes were supposed to be academic or practical and ended up with an unsatisfactory and unstimulating mixture. Lecturers were also stuck with teaching habits developed under the old system – boring and repetitive dictated notes designed for the days of rote learning and examination by memory test. A student working for the Bar examinations said that his college paid insufficient attention to students, complained of bad teaching and boring classes, and of arbitrary marking of practical exercises (even in controlled experiments where different students handled identical answers and received widely disparate marks). It was estimated that three-quarters of the students were "thoroughly disillusioned" by such practical exercises. This is perhaps not to be wondered at in a setting which can provide neither the academic stimulation of a degree course nor the practical challenge of clients.

Further discussion of the job market for lawyers is outside the scope of this article. What is clear is that the "free market" should not be relied on to allocate resources, and that there is sufficient work to keep busy anybody who wants to be a lawyer – if the system is structured so as to shift resources from inefficient case-by-case payment, and to enable legal demands of the unpropertied to be met.

The contradictions in legal education and training cannot begin to be resolved until the academic and practice worlds merge. The jobs that lawyers do and the way in which they train should be inextricably linked in fact, not just in theory. All practising lawyers should have the broad education that Ormrod proposed, and all academic lawyers should have practical experience. Lawyers should be able to move freely between academic, private practice, and public practice spheres. This cannot be accomplished while the traditional model identified at the beginning of this article holds sway, nor until there is a radical reconstruction of legal practice.



The author is a senior lecturer in law at the North East London Polytechnic and the chairman of the Haldane Society of Socialist Lawyers.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Chairs

Mr John Garnett, senior lecturer in international politics at the University College of Wales Aberystwyth, has been appointed to the Wilson chair of international politics at Aberystwyth. He will take up his appointment on October 1, 1981.

Dr Michael Hall, at present senior lecturer in plant physiology in the department of botany and microbiology at Aberystwyth has been appointed to the chair of botany at the same institution. He will take up his appointment on October. 1981, succeeding Professor P. F. Wareing.

Dr Lancelot Thomas, senior principal scientific officer at the Rutherford and Appleton Laboratories, has been appointed to the chair of physics at the University College of Wales, Aberystwyth. Dr Thomas will succeed Professor Sir Granville Beynon who retires at the end of the session.

Dr Peter Howie, clinical consultant to the Medical Research Council reproductive biology unit in Edinburgh, has been appointed to the chair of obstetrics and gynaecology in the University of Dundee. Dr Howie takes up his new appointment, in succession to Professor James Walter, on October, 1981.

Dr Kevin Roberts since 1978 an official fellow of St Catherine's College, Oxford, has been appointed to the chair of economic theory in the department of economics at the University of Warwick, with effect from October 1. He will succeed Professor Avinash Dixit, who has taken up an appointment at Princeton, USA.

Fellowships

College of Preceptors

The following have been awarded the title of fellow *honoris causa* for their outstanding contribution to education: Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, Mr Leonard Clark, formerly H. M. Inspector of Schools; Mr J. J. Eggleston, professor of education, department of education, Keele University, Mr Geoffrey Hubbard, director, Council for Educational Technology and Mr Alfred Yates, director, National Foundation for Educational Research.

Harkness Fellows of the Commonwealth Hund

S. R. Blacklocks University of St. Andrews (Philosophy); N. P. Bunker King's College, Cambridge, (literature; S. C. Cowlery Corpus Christi College, Oxford; (Physics); N. H. Croft Gonville & Caius College, Cambridge (Metallurgy); J. A. T. Dow St. Catharine's College, Cambridge :Zoology; S. C. Galloway, Pembroke College, Cambridge (Film Studies), F. S. Gilbert, St. John's College, Cambridge, (Applied Biology); D. G. Houghton, Slade School of Fine Art, University of London, (Painting); Elaine A. Hobbs, University of Birmingham, (English Literature); T. H. Jefferson, Department of Geology, University of Cambridge, (Palaeontology); Susan J. Lenier, Clare College, Cambridge (Creative Writing); P. A. Luff, St. Catherine's College, Oxford (History; Judith M. Mason, University of Leicester (Socio-legal Studies); D. A. Neufeld, Clare College, Cambridge (Philosophy of Science); T. W. Newbolt, Trinity College, Cambridge (Painting); A. W. H. Shennan Corpus Christi College, Cambridge (International Relations); D. Shepherd Gonville & Caius College, Cambridge (Literature).

Grants

Hull

Applied physics Dr G.J. Pert £19,500 from the SRC from the SRC for an investigation on XUV laser feasibility studies.

Biochemistry Dr C. Rattegede £26,600 from the National Research Development Corporation, for an investigation on microbial oils.

Chemistry Professor G.W. Gray and Professor A. Ledwith £21,000 from the SRC for an investigation of liquid crystal polymer systems; – Dr R. Aveyard £20,000 from the SRC for investigation entitled "Some surface chemical aspects of enhanced oil recovery".

Economics and commerce Professor A. Lancaster £13,580 from the SSRC, for investigation into micro-econometrics of labour transitions.

Electronic engineering Professor A. Pugh Dr. P.M. Taylor and Dr J.J. Hill £72,500 for collaborative research in robot technology; Dr J.I. Sewell £18,042 from the SRC for investigation into the analysis of switched-capacitor active networks.

Geology and electronic engineering Dr J.J. Hill and R.F. Young £5,000 from the National Coal

Physics Professor F.J. Bryant, Dr D. Shaw and Dr Evaluation for Efficient Blast Design."

Physics and applied physics –Professor F.J.B Bryant, Dr B.J. Rye and Dr E.L. Thomas – £41,300 from the SSRC for investigation on large bandwidth CMT detector fabrication.

Plant biology Dr Dr J.R. Coley-Smith – £20,124 from the ARC for an investigation entitled "Germination of Sclerotia of Sclerotium Cepivorum".

Zoology D.V. Holberton £26,720 from the SRC for investigation entitled "In vitro studies of tubilin and associated cytoskeleton proteins from giardia;

Wolfson Institute Professor J.G. Phillips £95,675 from the SRC for research into ecophysiological adaptations to stress.

Dr J.A. Brown £35,003 from the SRC for research into single nephron function in the dogfish squorhinus canicula, Dr H. C. Jones £49,482 from the MRC for investigation into morphology and physiology of the developing cerebrospinal fluid system in the rat.

Recent publications

Innovations in Higher Education, a booklet listing the grants awarded under the Nuffield Foundation's Small Grants Scheme for undergraduate teaching 1975-1980. The scheme which began in 1975 was intended to help with the costs of developing new courses preparing ancillary teaching materials, the introduction and evaluation of self-teaching materials and in some cases the objective reassessment or rouses of instruction now being followed. The upper limit of each grant has now been raised to £20,000 and since 1975 340 grants have been awarded totalling £401,001. (Published by the Nuffield Foundation, Nuffield Lodge, Regents Park, London NW1.)

* * * * *

Saxon and Norman London, by Mr John Clark, senior assistant keeper of the medieval Department of the Museum of London traces the history of London during the 700 years following the end of Roman rule. (£1.85 or £2.00 by post from the Museum of London Shop, London Wall, London EC2)

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"Literacy, Numeracy and the Young Trainee", a new book showing how basic education and work experience can go hand in hand has been published by the Adult Literacy and Basic Skills Unit. It aims to show Youth Opportunities Programme supervisors how they can help trainees improve basic skills day to day. (Available from Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1. £1.00).

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"Industrial Tribunals in Northern Ireland: A Practical Guide" by Phyllis Bateson, barrister and lecturer in law at Queens University, and Judge McKee, president of Industrial Tribunals in Northern Ireland, Belfast, is the second book in a series The Law in Action, being published by the university. The aim of the book is to set out in straightforward language what any person bringing a case before an industrial tribunal should do

The Jackal is brought before the lion in this example of animals in Persian, Turkish and Mughal art included in an exhibition at the British Library which is open until September 6.

Appointments

Universities

Aston

Lecturers: Ms J Welsh (management centre), M D. Piney (occupational health and safety), P. Skeldon (modern languages). Sessional lecturer: J. Corbett (civil engineering). Visiting senior lecturer: Dr. W H Jones (management centre). Contract research officer: I. Burrows (biodeterioration control). Contract research assistant: S.A. Whitaker (biological sciences); R. N Shand (chemical engineering); L. C. Hems; P. N. I. Jeffrey (joint unit for research on the urban environment) Mrs M. J. Cadwell (management centre) Ms J. E. Candlin: Mrs J. R. Willis (modern languages): A. Duncan (production technology and production management).

Honorary visiting research fellows: Dr J. A Fennegan, Dr P. Hall and Dr L. M. Horstegberger (ophthalmic optics). Data analysis officer: P. Croghan (educational inquiry). Deputy librarian: L. G. Brook

Herlot – Watt

Principal and vice chancellor: Dr Tom Johnston

Open University

Secretary to the university. D. J. Chnch.

Wales

Dr J. W. T. Wimpenny, senior lecturer in the department of microbiology, University College, Cardiff, has been promoted to the grade of reader. Dr N. Syred, senior lecturer in the department of mechanical engineering, University College, Cardiff, has been promoted to the grade of reader.

General

Dr R D Guthrie is to be the next Secretary General of The Royal Society of Chemistry. He is to return to the UK in November after 8 years at Griffith University, Brisbane, Australia.

The Manpower Services Commission has announced the appointment of Mr Ron Shepherd of the Ford Motor Company as chairman of the newly formed Training of Trainers Advisory Group.

Sir Andrew Huxley has been appointed a trustee of the British Museum (Natural History). Sir Andrew is the Royal Society research professor in the department of physiology, University College, London.

The British Association of Social Workers has announced the selection of John Cypher as its General Secretary. Sir Cypher has been acting general secretary of the association since January

The Contemporary Dance Trust's new Education Officer, is Richard Mansfield, who will take up his post in April. He will be responsible for the educational evaluation work of the London Contemporary Dance Theatre and the London School of Contemporary Dance.

Dr John L. Taylor has been appointed principal of Bretton Hall College as from May 1, 1981. Dr Taylor is currently assistant director of North East London Polytechnic

New elected fellow to the Board of Faculty of Anaesthetists of the Royal College of Surgeons of England is Alistair Andrew Spence.

Forthcoming events

The Royal Society of Health's congress is to be held in London at the Bloomsbury Centre Hotel from April 13-16. The congress is divided into three sessions covering new innovations, food and nutrition in Britain and abroad, views on public service administration and health education. Speakers include the Right Hon David Owen MP and Sir Geoffrey Howe, chancellor of the exchequer. Further details from the RSH, 13, Grosvenor Place, London SW1.

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"Design Technology", a half day conference is being held by Brunel University's Institute of Industrial Training on April 14. It is designed to introduce a new four year degree course which began at the university last October. Topics will include "The Work of the Design Technology Department" by Professor Bernard Myers, and Tom Dodd, director of studies. Further details from Mr Richard Morris, industrial placements officer at Shoreditch Campus, Cooper's Hill, Egham, Surrey TW20 0JZ.

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"The Unwelcome Opportunity – the implacable challenge of unemployment" the 12th Willis Jackson lecture to be delivered by Sir Peter Parker, chairman of the British Railways Board, to be delivered on April 14, in the Henry Jarvis Hall of the Royal Institute of British Architects, 66 Portland Place, London W1.

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"The Labour Process", a conference organised by the organisation of Sociologists in Polytechnics (SIP) is to be held at Bucknersche College, reading from April 13-15. Topics include: Deskilling, new technology studies and the labour process. Details from Ian Copeland, Sociology Division, Bulmershe College, Earley, Reading, Berks

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The Association of Accommodation and Welfare Officers are to hold their 12th annual course at the Hotel Sheridan in Blackpool from April 13-15. Subjects for discussion include personal relationships, the Housing Act, racial discrimination and graduate unemployment. The course is open to non-members. Inquiries and applications to Mrs N M. T. Howe, West London Institute of HE, Gordon House, 300 St Margarets Road, Twickenham, Middx.

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"Responsibilities of New Technologies" the R M. Jones Lecture by Dr L. E. J. Roberts, director of the Atomic Energy Research Establishment, Harwell are to be delivered on April 23-24 at 5pm in the New Physics Lecture Theatre, Physics Building, Queen's University, Belfast. Admission free

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"The Disabled Student in Higher Education", a conference will be held at the Open University on May 15 to mark the international year of disabled people. The aim of the conference includes a change in practice and attitudes which will open up more educational opportunities for disabled people. Further details from Mrs G M Wakefield, Assistant Secretary, Council Division, the OU, Walton Hall, Milton Keynes MK7 6AA

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"Social Research and Policy in the 1980's," a meeting organised by the Social Research Association at Manchester Business School is to be held on April 30. Speakers include Mr Roger Jowell, SCPR and Sally Brady EOC. Details from R Barr, extramural department, Manchester University, Piccadilly South, Machester M60 7LP.

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"Why Has Britain 'Failed'?" the LSE Sainsbury-Toyota Lecture by Professor Ralf Dahrendorf director, of the school is to be delivered on April 23 at 5pm in the Old Theatre Houghton Street, Aldwych, London WC2.

Open University programmes April 1 to April 15

Saturday April 11

BBC2
- 7.40 Contemporary issues in education: Travelling with Dignity; Education for Gypsies and Travellers (H200 : prog 22).
- 8.05 Mechanics and applied calculus : Systems of Particles (M3T223 : prog 4).
- 8.30* Arts foundation course : Magic in the Web of Art (A101 : prog 8).
- 8.35 Policies, people and administration : The Bonbridge Case (D336 : prog 4).
- 9.20 National income and economic policy : Keynes and the War Economy (D284 : prog 4).
- 9.45 Seventeenth century England : a changing culture 1618-1689 : Architecture and Society 1 : The Old and the Rules (A201 : prog 3).
- 10.10 Conflict and stability in the development of Art (A101 : prog 9).
- 10.35 New Discipline (A309 : prog 3).
- 11.00 Quantum theory and atomic structure : Spectral Analysis (M431 : 5).
- 11.25 Control engineering : About Frequency Response (T291: prog 3).
- 11.50 The Enlightenment : Innocents : Images in Hogarth's Painting (A204 : prog 4).
- 12.15 Seventeenth century England : The Fall and Rise of the Small Baker (D324 : prog 2).
- 12.40 Mathematics : Jerry and Jonelle : Intermediary Measures (M202 : prog 4).
- 13.05 Genetics : Genes on the Circle Line (S299 : prog 4).
- 13.30 Biology, brain and behaviour : Neurophysiology (S286 : prog 4).
- 14.00 Mathematics : Mathematics, composition and evolution : Beneath Scotland (S257 : prog 4).

RADIO 3 (VHF)
- 6.30 History of architecture and design 1890-1939 : Another Look at Expressionism (A305 : prog 4).
- 6.45 Personality and learning : Behaviour Modification : Theory Applied (B201 : prog 7).
- 7.30 Social work, community work and society : Welfare from Below (D8206 : prog 3).
- 8.00 Behavioural control and public health : Water conservation : from Mesopotamia : Belgin's Zeiz (P1972 : P1985 : prog P1272/4, P1985).
- 7.15 Arts foundation course : "Shakespeare and the Globe" (A301 : prog 8).
- 8.30 Mathematics foundation course : Foundation Maths 4 (M101 : prog 4).
- 9.00 Biochemistry and molecular biology : Tracking the Problem Book (S322 : prog 4).
- 10.00 The digital computer : Preparing a Program for OPUS (TM321 : prog 5).
- 10.30* Risk : The Risks of Risk Assessment (U201 : prog 3).
- 10.40* Fundamentals of human geography : Dartmoor : Forestry and Water (D204 : prog 3).
- 11.00 Phonology and poetry : Teacher Hypnosis (E202 : prog 3).
- 11.20 Decision making : Britain : The Industrial Role of the Judiciary (D203 : prog 8).
- 11.40* Research methods in education and the social sciences : History of Ethnography (DE304 : prog 3).

RADIO 5 (VHF)
- 23.15 Open Forum 5
- 23.55* Social psychology : The Framework of Society (D305 : prog 4).

Sunday April 12

BBC2 (8.30-9.45 programmes for Welsh transmitters on 880 MHz)
- 7.40 Engineering mechanics 1 : solids : Statics (T223 : prog 2).
- 8.05* Arts foundation course : Energy : A Question of Balance (B101 : prog 8).
- 8.30 Mathematics foundation course : Inequalities (M101 : prog 4).
- 8.45 Making sense of society : Mapping : A Case Study in Communication (D101 : prog 9).
- 9.20 An algorithmic approach to computing : From Problem to Program 1 (M253 : prog 3).
- 9.45 An introduction to sociology : Sexuality and Life History 1 (D307 : prog 4).
- 10.10 An introduction to calculus : Functions and Graphs (M101 : prog 5).
- 10.35 Intermediate technology in the Dock (PT281 : prog 2).
- 11.00 Arts and environment : Me and Not Me (TAD292 : prog 3).
- 11.25* Open Forum 5 : The New V.C. and Cuts-Down Time in the Press
- 11.50 Social psychology : Early Interactions (D303 : prog 4).
- 12.15 Cognitive psychology : Attention (D303 : prog 5)
- 12.40 Fundamentals of human geography : Coastal Ecosystems : A Toronto Case Study (1) (D204 : prog 5).
- 13.05 Oceanography : Water Masses (S334 : prog 4).
- 13.30 Ecology : Ecological Sampling (S323 : prog 4).

RADIO 3 (VHF)
- 6.30 The control of education in Britain : Falling School Rolls (E352 : prog 3).
- 6.45 Economics and education policy : Economic Judgements in education (ED332 : prog 4).
- 8.30 Patterns of inequality : Taxation, Inflation and Low Pay (D302 : prog 8).
- 8.45 Modern art from 1848 to the present : styles and social implications : Theories of Art : 3) Schopenhauer, Schoenberg and Kandinsky (A351 : prog 3).
- 7.15 Making sense of society : Conflict and Consumption (D101 : prog 9).
- 7.30 Contemporary issues in education : Education Bulletin (E300 : prog 7).

RADIO 4 (VHF)
- 7.15 Genetics : Genes, Chromosomes and Crossovers (S299 : prog 4).
- 7.30 Man's religious quest : The Mystical Vision (AD308 : prog 7)
- 7.45 The Enlightenment : Hume's "Science of Man" (A304 : prog 8)
- 8.15 An agent provocateur : A Community in Revolt (A7 : prog 5)
- 8.30 Sources and belief : from Copernicus to Darwin : Science and the Mechanistic Universe (AM3281 : prog 3)

RADIO 3 (VHF)
- 23.15* The rise of modernism in music 1890-1935 : Debussy's "Jeux" (A308 : prog 4).

Monday April 13

BBC2
- 6.40* Genetics : Genes on the Circle Line (S299 : prog 4).
- 7.05* Biology, brain and behaviour : Neurophysiology (S286 : prog 4)
- 7.30* Mathematics electronics : Frequency Analysis (T283 : prog 3).

BBC2
- 8.40* The Enlightenment : Innocents : Images in Hogarth's Painting (A204 : prog 4).
- 9.05* Human economics : The Fall and Rise of the Small Baker (D324 : prog 2)
- 7.30* Modern art from 1848 to the present : styles and social implications : The Drawings of Seurat (A351 : prog 3).
- 10.30 Grass 475-356 BC : Games and Festivals (A292 : prog 8)
- 17.15 The nature of chemistry : Stereochemistry of Carbonyl Addition Reactions (S304 : prog 10).
- 17.40 Introduction to pure mathematics : Complexness (M203 : prog 8).
- 18.05* Mathematics foundation course : Inequalities (M101 : prog 8)
- 18.30* Engineering mechanics 1 : solids : Statics (T223 : prog 4).

RADIO 3 (VHF)
- 8.55* Food production systems : Energy Use in the Food System (T75 : prog 2)
- 8.15 Social work, community work and society : Welfare from Above (DB276 : prog 3)
- 8.35 Elements of music : Cadences (1) (A241 : prog 4).
- 23.15 Arts foundation course : Uses and Abuses of Definition (A101 : prog 9).
- 23.55* An agent provocateur : A community to Rescue In? (P252 : prog 5)

RADIO 4 (VHF)
- 23.30 Physiology of cells and organisms : Hormones and Membrane Transport (S328 : prog 2)
- 23.50* Contemporary issues in education : Education Bulletin (E300 : prog 7).

Tuesday April 14

BBC1
- 6.40* Ecology : form and function : Intermediary Metabolism (S202 : prog 4)
- 7.05* Systems behaviour : Air Traffic Control : Monitors (T241 : prog 3)
- 7.30* Images and information : Exploring Frequency Space (T282 : prog 4).

BBC2
- 6.40 Reading development : Under New Management? (DE231 : prog 3)
- 7.05 The economics and education policy : Educational Income (ED322 : prog 2)
- 7.30* Art in 1848 (A401/A404 : An Island Church? The Madonna in San Biagio, Montepulciano (A351 : prog 3)
- 8.20* Systems performance : Human factors and systems failures : Disaster Simulation 1) : Refloating (T235 : prog 15)
- 17.15 World Music : Performance 1) : "The Deal" (D233 : prog 3)
- 17.40 Mathematical problems : The Rational Associate's Guide to Marriage (A313 : prog 6)
- 18.05 Society, education and the state : Worker, Scholar or Citizen? (E353 : prog 2).
- 18.30 Seventeenth century England : Light : In Search of a Model (S101 : prog 9).

RADIO 3 (VHF)
- 8.55 Seventeenth century England : a changing culture 1618-1689 : Clothing and Society (A203 : prog 5).
- 8.15 Science and belief : from Darwin to Einstein : Positivism and the Micro World (A381 : prog 5)
- 8.35* The development of instruments and their music : The Harpsichord in the Continuo (A304 : prog 5)
- 23.15 Computing and computers : Radio Tutorial (1) (PM254 : prog 1)
- 23.35 Mechanics and applied calculus : Revision (M5T282 : prog 2).
- 23.55* Patterns of inequality : Taxation, Inflation and Low Pay (D302 : prog 8)
- 00.15* Decision making in Britain : The Decentralised Role of the Judiciary (D303 : prog 5)
- 00.35 Oceanography : The Voyage of the Challenger (S111 : prog 3)

RADIO 4 (VHF)
- 23.30 Physiology of cells and organisms : Hormones and Membrane Transport (S328 : prog 2)
- 23.50* Contemporary issues in education : Education Bulletin (E300 : prog 7).

Wednesday April 15

BBC1
- 6.40 Word points : The Balance of Power and International Order (U231 : prog 2)
- 6.15* Science and belief : from Copernicus to Darwin : Science and the Mechanistic Universe (AM3281 : prog 3)
- 6.35 Mass communication and society : Report the Facts and Earn Half (ED333 : prog 3).
- 23.15* Making sense of society : Conflict and Consumption (D101 : prog 9)
- 23.35 An introduction to materials : Optical Microscopy : Supplementary (T271 : prog 5)
- 23.55 The impact of 1848 : Flaubert and Liszt (A321 : prog 4)
- 00.15* Economics and education policy : Economic Judgements in Education (ED332 : prog 4)

RADIO 4 (VHF)
- 23.30* Modern art from 1848 to the present : styles and social implications : Theories of Art : 3) Schopenhauer, Schoenberg and Kandinsky (A351 : prog 3).
- 23.50* Genetics : Genes, Chromosomes and Crossovers (S299 : prog 4). repeated programmes

BOOKS

Dante's vision of the cosmos

Dante, Phytomythes and Philosopher: man in the cosmos
by Patrick Boyde
Cambridge University Press, £30.00
ISBN 0 521 23598 7

by George Holmes

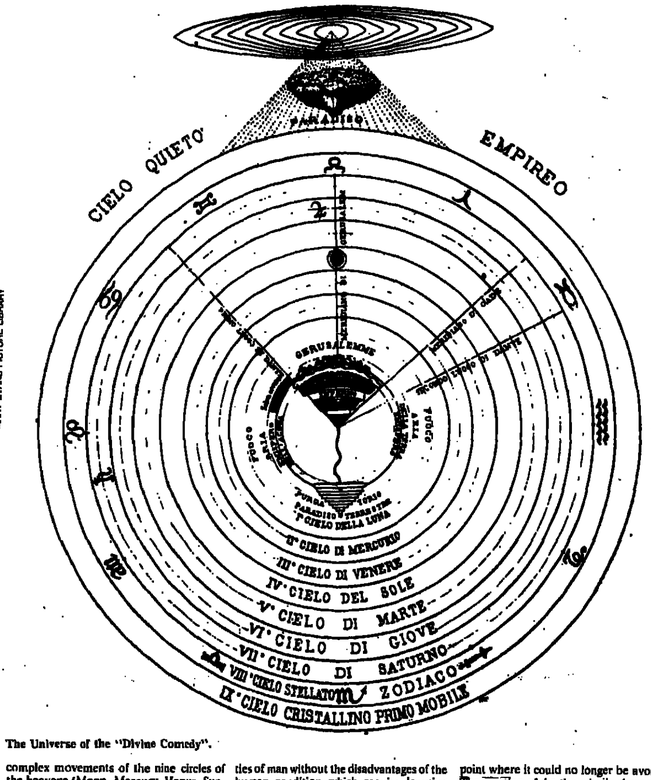
Dante is inescapably a philosophical poet. A reader may of course get a great deal out of *Inferno* by sympathetic attention to language, character and incident, and in *Purgatorio* basic Christian doctrine will go a long way towards making the meaning clear. But when he reaches *Paradiso* he finds himself immediately in a dense wood of metaphysical and scientific teaching from which the only deliverance is by a serious course of study in the philosophical principles which the poetry is intended to present.

Patrick Boyde goes so far indeed as to introduce his subject by a comparison between Dante and Lucretius as poets whose aim was to set out a philosophy for the education of their bewildered fellow-citizens in a dynamic but troubled city-state. The juxtaposition of the greatest materialist poet and the greatest idealist poet is arresting in an illuminating way but it is not, to my mind, entirely apt. For, unlike *De rerum natura*, which is wholeheartedly a philosophical poem, the *Comedy* is just as much dominated by the themes of autobiography and commentary on contemporary events. Of course Dante had a didactic purpose; his earlier essay in philosophical exposition, *Convivio*, was explicitly stated to be vulgarization in order to provide a taste of the divine food of philosophy for those who could only read Italian. But in the *Comedy* the interest in ideas is so intricately bound up with his tortured review of his own life and times that a comparison with modern figures like Goethe or Eliot might be more appropriate.

Dante's general relationship to academic thought is elusive. His attitude to ideas was that characteristic of the creative poetic intelligence, moulding a sometimes incongruous collection of philosophical inspirations. He shows little interest in the issue of the university thought of his own day. His sources were mainly the works of Aquinas, written half a century earlier, and other still earlier scholastic masters. It is frequently difficult or impossible to pin down the precise source of his ideas. Although he tells us himself that he was led to philosophy by the inspiring experience of reading Boethius and Cicero in the months of sadness following the death of Beatrice, we know practically nothing about his reading of the modern academic writers from whom he must have acquired his quite considerable expertise in the technicalities of scholastic science, metaphysics and theology.

If there is a general criticism to be made of Patrick Boyde's book it is that it rather glosses over this teasing relationship of Dante to the medieval intellectual tradition. It gives slightly too clear an impression of Dante as presenting a body of thought. It does not much emphasize the ambiguity of his sources, the uncertainty about just which works of Aristotle, or which commentaries of Aquinas on Aristotle, he had read. And I do not think that the reader unacquainted with Dante's thought would grasp the degree of evolution of his ideas: how often in *Paradiso* he is deliberately correcting views which he had put forward in earlier writings. With these reservations made, however, one can go on to say that Boyde has accomplished magnificently the work which was most needed by serious students of the *Comedy*: to identify the nature of Dante's cosmology and show how it was converted into poetry. This is a field of study in which, just because of the elusiveness of Dante's sources, considerable strides have been made in this century, most notably by the great Italian scholar Bruno Nardi whose superb, though often knotty, researches are available only in Italian. Boyde has not only summed up all this work but added greatly to it and presented a comprehensive and fresh picture of the whole subject.

The method he has adopted is the most satisfactory one. He has set out the cosmological assumptions underlying Dante's ideas fully, even when that involves detailed exposition of the theories of Aristotle, the ultimate source of most of thirteenth-century science, or of the astronomy of Ptolemy. Thus the reader is introduced elaborately to the elements of which the Aristotelian universe is constructed (earth; water, air and fire), to the ideas of substance and form, to the movements of the atmosphere in Aristotelian meteorology, the idea of compound bodies, geography, and the complex movements of the nine circles of the heavens (Moon, Mercury, Venus, Sun, Mars, Jupiter, Saturn, Fixed Stars, Primum Mobile) around the earth. This is essential. To understand Dante involves grasping a cosmological system wholly different from the modern one. Only with this O level training in ancient and medieval science behind one is it possible to advance to the real purpose of discovering what conception of the cosmos Dante really had and how it shaped the divine poetry of the *Comedy*.



The Universe of the "Divine Comedy".

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Let us take as an example the angels. A modern cosmologist does not have to deal with them, but for his thirteenth-century predecessor they were an essential and rather difficult section of the world which he had to systematize. Dante inherited information about them from various sources. Ultimately there were the biblical references: the angel who appears to the two Marys in Matthew's gospel – "the angel of the Lord descended from heaven . . . His countenance was like lightning and his raiment white as snow" – or the angel in the Book of Daniel whose "body also was like the beryl, and his face as the appearance of lightning". Biblical angels are messengers of God and their appearance, though generally vague, is associated with light. It is this background that enables Dante to make the exquisite image of the angel taking the Virgin Mary back to heaven in *Paradiso* xxiii:

per entro il cielo scese una facella
formata in cerchio a guisa di corona
e cinsela e girossi intorno ad ella.
(a torch descended through the heaven, formed in a circle as though it were a crown. It cast a girdle about Mary and circled her.)

Between the Bible and Dante the conception of angels was developed in important ways. Christian Aristotelianism of the thirteenth century had to find a description of them in accordance with Aristotelian science. They thus became beings which had form but no matter, purely spiritual entities; in the terminology which Dante took over, "substances separated from matter". As such they play an important part in his view of the scale of being: unlike men they are incorruptible pure spirits possessed of immediate understanding of divine truths, enjoying the spiritual and rational capacities of man without the disadvantages of the human condition which require learning and memory. It is necessary to understand this philosophical background before one can see the point of Dante's use of angels in *Convivio* as intermediaries between man and the divine truth and before one can see the point of the description of them in *Paradiso* xxix: "Their vision is never intercepted by some new object and so they have no need to recall concepts which have been displaced by other concepts".

But angels had also been adopted into another, rather different, role by the Christian neoplatonists of the early middle ages. Taking up a remark of St Paul they had developed the idea that there was a hierarchy of nine ranks of angels. The neoplatonists went further than this. They conceived of the angels as intelligences which moved the celestial bodies and transmitted influences from the divine mind to the lower levels of the cosmos. In this view, which had a considerable effect on Dante, angels were not merely occasional messengers of God, not merely incorporeal beings, but essential parts of the whole economy of creation. This combination of ideas lies behind the extraordinary vision which Dante has in the Primum Mobile, the outermost circle of the created universe (*Paradiso* xxviii). He sees a point of bright light surrounded by nine rings of lights encircling it with diminishing speed and brightness according to their distance from the centre. This is God and the angels, and the vision at this point represents the transition from the created universe, concentrically arranged around the earth and guided by angels, to the divine heaven beyond, in which God is the centre ringed by angels. The angels are paradoxically involved in both concentric patterns and can be so because of the special position which they have in the cosmos as "substances separate from matter".

The character of the angels is relevant to the most difficult cosmological problem which Dante had to deal with, the problem of creation. It was particularly difficult because the concepts of Aristotelian metaphysics did not provide for the sudden creation of the universe which was demanded by Christian doctrine. Boyde gives an illuminating account of the way it was faced in *Paradiso* xxix when Dante reached the point where it could no longer be avoided. The creation of the three basic characteristics of the created universe in Aristotelian terms – form, matter, matter and form conjoined – occurred instantaneously, like three arrows simultaneously discharged from a bow. Only the angels are pure form. For their creation Dante has an especially rich line:

s'aperse in nuovi amor l'eterno amore.
(the eternal love opened himself in new loves.)

The question which arises for the attentive student of Dante's thought is what part the angels played in the creation process. And here Boyde is able to show, with the help of information from Dante's minor scientific treatise the *Quaestio de Aqua et Terra*, that he must have held that after the creation of the angels they in turn played a part in the division of the created world into the different elements and species. In other words Dante did not hold that all creation was the immediate work of God.

This is of great importance. It reinforces the role of the neoplatonist background – the conception of the universe as emanating through an intermediate scale of being from the Godhead instead of being all directly created by Him – in Dante's cosmology. That conception is difficult to square with the Christian view of creation but it has a general poetic attractiveness which has charmed other artists and which perhaps accounts for Dante's continuing attachment to it. Though one feels intuitively that it inspires much of Dante's vision of the heavens in *Paradiso* it is difficult to prove his belief in it without the kind of rigorous questioning of terms which Boyde carries out here.

Coming down to slightly less fundamental matters, Boyde is particularly good on what one might call the science-fiction element in Dante, his capacity to grasp and exploit the world picture in detail as a physical setting for the story of the *Comedy* itself. Dante and his successive guides go down through the circles of Hell to the centre of the earth, emerge in the southern hemisphere at the foot of the mount of Purgatory, climb to the garden of Eden at its summit and ascend thence through the circles of the heavens to the empyrean beyond them.

Though Dante was keenly interested in all parts of metaphysics and science he seems to have been particularly fascinated by the mathematical and astronomical aspects. Hence his well-known skill in fixing the positions of the heavenly bodies at various precise moments in the course of his journey. The mathematics can be used for dramatic and symbolic effect. For example, at several points in the course of their descent through Hell Dante's guide, Virgil, tells him the position of the moon. Telling the time by the moon rather than the sun is symbolically appropriate in Hell, but the times are always calculated as they would be at Jerusalem because Hell is directly below that point on the earth's surface. As they reach the earth's centre we are informed that it is dusk. A few minutes later, the earth's centre being passed and the ascent to Purgatory begun, Virgil announces, to Dante's surprise, that the sun is rising. In this way he makes the symbolic point that the travellers have left the realm of night and the startling geographical point that they are going out through the earth to the other hemisphere which is twelve hours behind Jerusalem.

Boyde points out the pleasure which Dante evidently took in the power, which his scientific knowledge gave him, of imagining a panorama of earth below him as he swings through the heavenly spheres. As they rise above the circle of Saturn, high in the created heavens, and as their point in that circle passes over Jerusalem in its revolution around the earth, Beatrice shows him all the planetary circles below and the "threshing floor" of earthly conflict, the known world from Spain to India, stretched out but small.

Boyde suggests that Dante's strong grasp of world geography, revealed also in other passages, may be connected with his imperial dream of a world empire. I am not sure about this. The imperial idea was very much an Italian plan for Dante the politician. One wonders whether his panoramic tendency is not connected more with the new wide perspectives of Italian travel. Among his contemporaries were Marco Polo and Giovanni Villani, the merchant historian, both men with a very wide vision of the world. Dante's great cosmological invention was to locate the mount of Purgatory in the boundless ocean of the southern hemisphere and put the garden of Eden at its summit. The position of Purgatory and Eden is of course central to the whole structure of the *Comedy* but it was also used by Dante to give point to his reconstruction of the Ulysses legend in which Ulysses, moved by a noble but overweening search for knowledge, sets off on a voyage of discovery into the western ocean and is wrecked within sight of the mountain which Dante himself will reach through Hell. Dante recalls the folly of Ulysses again as he looks down from the height of the Starry Heaven to the ocean stretched out beyond Cadiz. Perhaps the capacity to imagine even such rich inventions as Purgatory and Ulysses may owe something to the adventurous Italian travellers of his age.

A review concentrating on the more theoretical aspects of the implications of Dante's cosmology does not do justice to the ultimate purpose of Boyde's study, which is to show that accurate science, daring vision and exquisite language are forged into an indissoluble poetic unity. *Paradiso* begins with famous lines which are both precise cosmology and soaring poetry:

La gloria di colui che tutto move
per l'universo penetra, e risplende
in una parte più e meno altrove.
(The radiance of the All-mover penetrates the whole universe, shining out more in one part and less in another.)

The reader of this book will find time and again how difficult passages can be elucidated to reveal both this inner unity of science and poetry and their participation in a single conception of the cosmos and he will be delighted by the illumination given by broad and exact scholarship. Professor Boyde has now published three major works on Dante: the edition of *Dante's Lyric Poetry* (in collaboration with the other excellent Dantist Kenelm Foster), *Dante's Style in his Lyric Poetry* and this new book. He promises us two more on *Man in Society* and *Man and God*, in which I hope he will have more to say about the evolution of Dante's thought. What he has given us already surpasses in its combination of amplitude and rigour any work of Dante scholarship that we have seen in England since the great days of Edward Moore and Paget Toynbee nearly a century ago.

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BOOKS

Into the abyss

Into the Dark: Hannah Arendt and totalitarianism
by Stephen J. Whitfield
Temple University Press, $18.95
ISBN 0 87722 188 X

Hannah Arendt's reputation has had its ups and downs. When *The Origins of Totalitarianism* was first published in 1951 it was greeted with extraordinary acclaim. Her analysis of Nazism and Stalinism as a single phenomenon compounded of ideology and terror received wide acceptance, while she was commended for the "moral grandeur" of her thinking. For some years her book was one of the two recognized classics in the field, and it remains her best known work.

Two things happened to shake its standing, however. By the late 1960s political scientists had begun to doubt the value of the concept of totalitarianism as a tool of analysis. A generation further removed from the war against Nazism found it uncomfortably value-laden, especially since it was frequently used as a Cold War weapon: it also seemed to imply an unrealistically close resemblance between Nazi Germany and the Soviet system. In the light of this critical perspective many weaknesses in Arendt's analysis became apparent. Meanwhile, she had alienated most of her admirers in the Jewish intellectual community with her articles on the trial of Adolf Eichmann, collected under the title *Eichmann in Jerusalem: a report on the banality of evil*. There she presented Eichmann not as a sadistic antisemite but as a new type of political criminal, the unthinking bureaucrat who simply does his job. What really ruffled feathers was her claim that Jewish community leaders had facilitated rather than hindered Nazi massacres of their people. Coming from a Jew, and particularly from one who had seemed in *Totalitarianism* to be capable of a proper response to the horrors of Nazism, even the deliberately objective tone in which Arendt discussed Eichmann's case seemed nothing short of treachery. "Self-Hating Jewess Writes Pro-Eichmann Series", ran the headline in one American Jewish newspaper.

Arendt's writings continued to find some appreciative readers, however, and since her death in 1975 and the posthumous publication of her philosophical reflections on *The Life of the Mind* interest in her thought has gathered momentum again, this time focused less upon her studies of Nazism than upon the intensely original political theory contained in *The Human Condition* and *On Revolution*. Her accounts of politics and society, of action and plurality, of public spaces and political judgment are rich sources from which much intellectual sustenance remains to be drawn.

It is not this political theory, however, that Stephen Whitfield is concerned with. He deplores what he sees as Arendt's "loss of interest in modern tyranny" in her later works, and although he has a chapter on her wider theory he makes remarkably little attempt to understand it, caricaturing her ideas unmercifully. His own primary interest is in Arendt as a Jewish writer on the Jewish catastrophe, and he devotes a great deal of space to discussing the context and reception of *Totalitarianism* and *Eichmann*. His initial claim that these two books add up to "the most convincing single effort to grasp the meaning of the German and Russian regimes" leads one to expect a defence of Arendt, but he does not in fact provide this. Apart from his much-qualified assent to her view that Nazi Germany and Stalinist Russia between them represent a new kind of political experience, and his admiration for her "awesome capacity to stare into the abyss" of totalitarian terror, he is in fact highly critical of most of her theories.

The net effect of his book is therefore rather paradoxical. Having decided that his general interest in totalitarianism could be best pursued by means of a study of Arendt, he spends a great deal of his time trying to demonstrate that she was wrong. Since he shows no understanding or appreciation of her wider political theory, his book raises but does not adequately answer the question why he thought it worth his while to write about her at such length in the first place. He would have done better either to focus on Arendt directly and to make a more serious attempt to understand her thought in its own terms; or else to work out his own account of totalitarianism, paying less attention to Arendt's. As it is, the book falls heavily between two stools.

Margaret Canovan

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Commerce and culture

The Hausa Factor in West African History
by Mahdi Adamu
Ahmadu Bello University Press and Oxford University Press (Nigeria), £13.75
ISBN 978 125 006 2 and 0 19 575442 5

One of the several pioneering directions of post-colonial African history has been the exploration of the much-loved myth that colonialism introduced safe and easy communications between the African peoples. That imperial stereotype is encapsulated in the common claim, to borrow the words of a former colonial administrator, that "the British made it possible for a virgin to walk from Lagos to Lake Chad with a calabash of eggs on her head and for both the virgin and her wares to arrive at their destination intact".

The highly mobile and assimilative Hausa of Nigeria lend themselves to an exemplary way to the study of pre-colonial inter-tribal intercourse and territorial migration, whether as seasonal *cin rani* labour, itinerant haberdashers and pedlars or long-distance *fatauci* merchants, or simply as mercenaries, scholars and pilgrims. Dr Mahdi Adamu is a sympathetic and knowledgable interpreter of what he terms the "Hausa factor" in West African history.

Perhaps because Dr Adamu is director of the Centre for Nigerian Cultural Studies at Ahmadu Bello University as well as a trained historian he looks beyond the purely economic dimension of the Hausa factor. He reveals himself no less conscious of the "cultural imperialism" of the Hausa people (he refers to the "colonizing" quality of their language) in their penetration of West Africa long before the imposition of colonial rule. For example, he gives us important descriptions of the spread of Hausa dress, music and language, over and above a meticulous account of the establishment of Hausa communities along the north and western trade routes (see, for example, his fascinating map of the commercial network of the Hausa on page 65). He also considers the implication of the nineteenth-century *jihad* of Shehu Usman dan Fodio in the expansion of Hausa commerce and culture into the eastern kingdoms of what was to become Nigeria.

Dr Adamu has not been afraid to break fresh ground and cross frontiers in this important investigation into the penetrative role of the Hausa in the Western Sudan. Yet because there is evidence to suggest that the Hausa have a comparably impressive record of an economic and cultural influence in North as well as West Africa, it is to be hoped that he will follow up his successful explanation of how the Hausa managed to win recognition and acceptance throughout virtually the whole of West Africa without recourse to political power or patronage from home, by giving us the story of the Hausa diaspora in North Africa. For it was in that region of the continent that the Hausa communities made their mark on the minds of the trans-Saharan European visitors to *Ut-Hausaland* in the nineteenth century. African history will be all the richer for any exploration of the extent of pre-colonial commerce and the nature of pre-colonial culture contact.

Anthony Kirk-Greene

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Farmers

Rural Society in Japan
by Tadashi Fukutake
University of Tokyo Press, £7.25
ISBN 0 86008 266 0

In 1967, Professor Fukutake's book *Nihon Noson Shakairon* was published in English translation under the title *Japanese Rural Society*. Although it retains its value as a concise introduction to village life in Japan since the middle of the nineteenth century, Fukutake's earlier book no longer serves as an accurate guide to present-day circumstances in the Japanese countryside. During the last fourteen years, the seemingly inexorable expansion of the Japanese economy has been accompanied by a remarkable rise in rural living standards, and the Japanese farmer of today is as prosperous, and in some ways even more affluent, than the Japanese city dweller.

In his preface to *Rural Society in Japan*, Fukutake expresses the hope that his new book will keep readers abreast of developments in Japanese rural areas since the early 1960s. Unfortunately, however, this aim is not fully realized. As was the case in his earlier book, Fukutake is clearly at his best when explaining the historical dimensions of village society in Japan, and the most informative parts of the book are those which deal with such matters as the traditional family system and patron-client relationships – in other words with the dominant aspects of rural society before the land reform of 1946.

Recent trends, however, are treated in rather sketchy fashion, and although it is important to recognize that village life in Japan has not always changed for the better, Fukutake's account of present-day rural society seems excessively pessimistic. He emphasizes the friction between old habits and new life styles, and dwells at length on the tensions that have arisen as a consequence of economic modernization. He does not sufficiently acknowledge that in contrast with the state of affairs in many other industrial societies, Japanese rural communities have retained their cohesiveness and sense of identity to an extraordinary degree, and have proved both flexible and resilient in accommodating the pressures of modern industrial growth.

Fukutake is also less than fair in his strictures on government policy towards the farming population. It is especially difficult to accept his contention that the ruling Liberal Democratic Party is almost wholly concerned with promoting the interests of big business, when state spending on agriculture accounts for almost 10 per cent of annual budgetary expenditure. In order to retain the rural vote on which it depends, the LDP has consistently favoured the farmer (often at the expense of the urban consumer) by raising rice prices to grossly inflated levels, and by disbursing funds in the guise of agricultural subsidies. There can be little doubt that the farming sector has received far more state support than is justified by its relatively small contribution to the national economy.

As an analysis of traditional life in the Japanese village, the author's earlier book is preferable to this one. Unlike its predecessor, *Rural Society in Japan* lacks explanatory footnotes and a bibliography, and the text is somewhat repetitive and dull. Readers in search of an objective approach to present-day conditions in Japanese rural areas would do better to consult village studies, such as R. P. Dore's *Shinohata: a portrait of a Japanese village* and R. J. Smith's *Kurusu: the price of progress in a Japanese village*.

John Sargent

John Sargent is reader in geography at the School of Oriental and African Studies, London University.

A project begun in 1930 to build a complete card catalogue of writings on Old English literature has now reached completion. *A Bibliography of Publications on Old English Literature to the End of 1972*, edited by Stanley B. Greenfield and Fred C. Robinson, originated with the University of Toronto Press, and is published in this country next week by Manchester University Press at £35.00.

Covering the period from January 1835 to December 1837, volumes eight and nine of *The Collected Letters of Thomas and Jane Welsh Carlyle* have just been published by Duke University Press at $30.00 per volume. The general editor is Charles Richard Sanders of Duke University, North Carolina, and co-editor is K.J. Fielding of Edinburgh University.

BOOKS

Total landscape

Sir Walter Scott: landscape and locality
by James Reed
Athlone Press, £15.50
ISBN 0 485 11197 7

This short account of Scott's treatment of landscape and place is not intended, James Reed declares in his introduction, as "a Guide to the Scott Country, nor is it a work of topographical annotation". Rather, it is "an attempt to read Scott's novels and poems more fully by taking account of his literary exploitation of landscape and locality".

In a brief but incisive chapter Mr Reed analyses the shifting morphology of literary landscape in pastoral, Augustan and Romantic art, sharply distinguishing Scott's treatment of the physical environment from earlier moral, personified and analogical modes. Scott's fiction, it is argued, represents a shift of focus from generalized landscape or "scenery" toward historically specific and particular localities. Scott was not concerned with an abstractly philosophical pathetic fallacy, with what Edward Garnett calls "the psychology of scene"; he treats nature analytically (like Kant) rather than synthetically (like Rousseau) as an *inhabited* "context of moral issues". Drawing on his reading of Bishop Percy's *Reliques* and Herd's *Songs*, and on his own collaboration with Hogg in *The Minstrelsy of the Scottish Border*, Scott combines history and place to build a "total landscape" out of his native Scotland, "not as a source of philosophical reflection, nor as quarry for moral analogues, nor as a spiritual power; more than a mere backdrop, Ballad landscape provides an organic context for action". In 1937 Georg Lukács had seen Scott's innovative and paradigmatic historicism in a similar light; just as landscape is no longer "scenery", so the literary past is no longer "costume drama" but the concrete precondition of the present.

In the present study James Reed shows the development of these concerns in seven of Scott's major novels published in the arduous decade between 1814 and 1824: *Waverley, Guy Mannering, The Antiquary, The Heart of Midlothian, The Bride of Lammermoor, The Pirate* (perhaps a surprising choice), and *Redgauntlet*. In each case he attempts to evaluate Scott's treatment of place as a shaping and determinant force in the events described. Coleridge, contrasting himself self-mockingly with Scott, once suggested that, Dr Johnson notwithstanding, even the plain at Marathon would carry for him no special association. In Scotland, and especially in Scott's Border country, history and place are indistinguishable, every place-name charged with its "identifying association" and its peculiar tragic freight. Having made this clear in his opening comments, Mr Reed frequently fails short in his specific analyses, often reverting to the kind of topographical annotation he is striving to avoid. His account of *Guy Mannering* and *Redgauntlet* in particular is disappointing. However, Mr Reed does offer a convincing and valuable argument for a reassessment of Scott's critically unfashionable poetry, discussing the ironical relationship between literary convention and historical fact and association which only came to maturity later in the *Waverley* novels.

The book is beautifully printed with an excellent short bibliography of background and secondary sources. Though hardly suggesting a radical reinterpretation of Scott, James Reed has produced a readable and coherent account of the work which (despite some odd factual errors and curious interpretations) makes a welcome contribution to the critical literature.

Brian Morton

Brian Morton has taught at the Universities of Tromsø and East Anglia.

"Satan", or a man tortured in hell; an undated engraving by Blake after Fuseli, reproduced from Robert N. Essick's William Blake, Printmaker (Princeton University Press, £27.50).

First principles

The Common Sense Philosophy of James Oswald
by Gavin Ardley
Aberdeen University Press, £11.00
ISBN 0 08 025717 8

The wonder of this book is that its author does not simply describe but actually commends the eighteenth-century invocation of the powers of "common sense" as a philosophical antidote to the scepticism of David Hume. Argument is to be met by assertion, reasoning by an exhortation to pay attention to the obvious truths of causality, morality and, above all, of religion. The robust reiteration of the accepted truisms of the time was certainly an interesting and influential movement in the later Scottish Enlightenment, but Mr Ardley does not begin to make out a case for taking The Rev James Oswald seriously as a standard-bearer for modern philosophical rectitude.

Of the trio of Scottish "common sense" philosophers, Thomas Reid, James Beattie and James Oswald, the last is by far the least known. Born in 1703, a son of the manse, he became a leading ecclesiastical figure of the moderate party, and Moderator of the General Assembly of the Church of Scotland. The first volume of *An Appeal to Common Sense in Behalf of Religion* was published in 1766, to be followed a few years later by a second volume. It is a wordy, rhetorical, sometimes abusive critique of all those from Descartes to Adam Smith who were foolish enough to attack or even defend with mere human reasoning those "truths of which we cannot entertain serious doubt". These truths include "the inviolable connection of cause and effect", "the idea of merit and demerit in moral agents", and "that God will punish and reward" in a future judgment. Oswald's overriding aim is to urge the stupidity of denying the first principles of natural philosophy and animal life so that he can go on to claim that "the primary truths of religion and morality are on a footing with the primary truths of all the arts and sciences."

Mr Ardley takes us briefly and elegantly through Oswald's *Appeal*, merging exposition with warm approval in a manner which blurs the distinction between the views of Oswald and his own. Only occasionally does he admit that Oswald momentarily falters, most seriously by his assertion that the state's right to punish is limited to self-defence, an unwarranted concession to utilitarian morality. Oswald's attacks on Descartes, Bayle, Locke, Home, Kames and Smith are dealt with much too cursorily to be helpful, although Oswald must take much of the blame for this. The chief philosophical interest centres, therefore, on Oswald's attempts to explain the diversity of views held by sane adults on questions within the province of the common sense.

Oswald acknowledges the need for a definition of "common sense", particularly as he distinguishes it sharply from vulgar opinion, but he excuses himself from the task on the grounds that he is not addressing himself to "those who are destitute of this faculty". He does, however, indicate that it is a "power of the rational mind, which, because of its quickness, clearness and indubitable certainty, is called a *sense* and on account of its being possessed in one degree or other by all the rational kind, is called *common sense*". The fact that common sense appears to be so very uncommon, particularly among philosophers, is explained by our idleness, inattention, conceit, indulgence and bias. Mr Ardley does not seek to establish the adequacy of Oswald's attempts to explain our intellectual failures by reference to the perversity of our wills but he does, perhaps inadvertently, demonstrate that the *Appeal* is the work of a preacher rather than a philosopher.

T.D. Campbell

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Mongrel tragicomedy

Tragedy and Tragicomedy in the plays of John Webster
by Jacqueline Pearson
Manchester University Press, £12.50
ISBN 0 7190 0786 0

The couplet which ends *The Duchess of Malfi* –

Integrity of life is fame's best friend,
Which nobly, beyond death, shall crown the end

– has long been taken as a routine epigram winding up the play and asserting that the eternal virtues of the Duchess shine through the welter of her enemies. It is the sort of couplet which is seen as characteristic Webster, a gnomic generalization turning up with no particular relevance to its immediate context, but a perfect peg for critical generalizations about the play as a whole.

The debate about whether Webster knew what he was doing with his disjointed plots and his scattered epigrams has gone on for a long time now, and will no doubt continue. Jacqueline Pearson makes her contribution to the debate on the side of the critics who believe in Webster's command of his effects. She points out, for instance, that the couplet which closes *The Duchess of Malfi* is an echo of Horace's Ode beginning "*Integer vitae . . .*" which asserts the myth that a truly virtuous man is immune to physical danger since even a wolf will not attack him. As we already know, the Duchess's murderer, her brother Ferdinand, has died of lycanthropy, convinced he is a wolf. So the bland epigram becomes a paradox. Integrity of life may crown the end, but the end was brought about by a wolf. Was it therefore true integrity?

Dr Pearson's broad thesis is that Webster's cast of mind was too complex and qualifying to allow him the grand simplicities of a purely tragic perspective. His true bent was towards ambivalence and the shifting values of tragicomedy. Thus she produces the unorthodox suggestion that Webster's art evolved towards the tragicomedies *The Devil's Law-case* and *A Cure for a Cuckold* which were his highest achievements. *The White Devil*, an ambiguous tragedy strongly laced with burlesque and parody, or "anti-tragedy", was a flop, after which Webster tried a purer form of tragedy, setting the purely tragic Duchess of Malfi in a tragicomic universe of macabre satire. Only in *The Devil's Law-case* did he settle on his ideal form, tragicomedy.

Several fashionable preoccupations come together here. Dr Pearson insists, for instance, that she looks on Webster's work as "stable plays" rather than "moral documents". At the same time she assumes the primacy of the author's "ironic consciousness", the sense of ambivalent values which is a *sine qua non* for literary merit these days, and which has prompted an upsurge of interest in that ambivalent genre tragicomedy and in the ambivalences of our sense of its endings.

Webster himself of course has been the target of ambivalent criticism ever since Rupert Brooke chose him as the subject of his fellowship dissertation. So Dr Pearson's proposition over Webster and over Elizabethan tragicomedies, his ironic qualifications and his ambivalent tragicomic endings make the plays something of a test case for contemporary assumptions about literary quality.

After a rather ponderous look at the history of Elizabethan and Jacobean tragicomedy the book focuses on the continual switches of mood in the plays, some of which are anticipated by the signals Webster provides about whether particular incidents are to be received comically or tragically. But there is much more reliance on apparent switches of mood and on the readiness with which Webster seems to parody the pretensions of one scene in the next. In many cases parody is the only way the switches can be justified. Beside the tragicomedy or mere cleanliness in the developing plot and scenic form? The ambiguity, I think, remains, and the evidence for *The Devil's Law-case* or Webster's best actable play is still in doubt.

Life, like audience reaction, is always simpler when things can be shaped unambiguously as either comic or tragic. Perhaps it is true that by Jacobean times tragedy had come to resemble an oversimplification so that *The Duchess of Malfi* can show, as Dr Pearson puts it, "the failure of tragedy in a world without a centre", though there was a distinct inclination even in Elizabethan times towards what Sidney, who did it himself in the *Arcadia*, called "mongrel tragicomedy". But there are other explanations of Webster's apparent ambivalence which could also have been considered. The role of Horace in the final couplet of the *Duchess*, for instance, is clearly designed to undermine the ostensible point. In terms of the complexities of audience response it might just mean that Webster was offering one response for the groundlings, but another for the literati. The recent discoveries about Webster's affinities with the City and the merchant adventurers suggest that his consciousness, ironic as it might have pointed him in interpretive directions.

Andrew Gurr

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BOOKS

The great dissimulator

Machiavelli's New Modes and Orders: a study of the Discourses on Livy
by Harvey C. Mansfield, Jr
Cornell University Press, £15.00
ISBN 0 8014 1182 3

Machiavelli would most likely have been proud of his reputation as the first great modern political thinker. In both *The Prince* and the *Discourses* he acknowledged his audacity in embarking on a new way of investigating politics, and already by the end of the sixteenth century the term "Machiavellism" came to stand for the hypocrisy and deceit he had occasionally recommended to kings and citizens alike. Scholars now of course dispute the nature and extent of his originality, but most still agree with Gentillet that his main contribution was to undermine the role of Christianity as a guide to statecraft, or with Bacon that it was to replace the study of what we ought to do by an analysis of what in fact we do. These two principles and their ramifications lie at the heart of Machiavelli's modernity, and they have rightly attracted much of the esteem or contempt in which his ideas have been held.

For an avowed innovator of "new modes and orders", however, Machiavelli showed a peculiarly deep attachment to both contemporary and ancient doctrines — to a humanist tradition of handbooks for princes on the one hand, and to Roman republicanism on the other. His most remarkable legacy, moreover, has less to do with his demonstration of the inappropriateness of Christian morals to political life than with his account of why it is necessary to feign, without actually holding to, a belief in Christianity. The mundane realism he commends does not dispense, but essentially keeps up, with appearances, and for this reason, among others, it has often proved difficult to pin his meaning down. How do we grasp his politics of dissimulation, especially when the best known work of this life-long republican was dedicated to a member of the dynasty whose return to power had led to his imprisonment and torture, in the hope, as he put it, that "our Medici lords will employ me"? Many of his interpreters have, accordingly, found the cunning *Prince* rather too foxy, a work in drag, as it were, disguised to turn readers off the author's scent.

In addressing himself to Machiavelli's other political masterpiece Harvey Mansfield has admirably brought us back to the right trail. At least there can be no doubt that in the *Discourses* — a text whose opening page and beginning of 13 chapters are heralded with the personal pronoun — Machiavelli speaks with his own authentic voice. It is there that he puts his most eloquent pleas on behalf of liberty, and his severest censure of *la tirannide*, a word never mentioned in *The Prince*. It is in the *Discourses* that he passionately expounds his commitment to the collective *virtù* of the Roman people, whose citizen militia in particular he praises more lavishly than any achievements of renowned rulers. It is in the *Discourses*, too, that he makes his most withering charges against the politically corrupting influence of excessive private riches, and, even more, of Christian piety. Any doubts we might entertain from *The Prince* as to his grounds for encouraging fraud and dishonesty in certain cases should be dispelled when we read his observations on these subjects in the *Discourses*. For every worthy example of guile and deception, we are repeatedly assured, can only be justified by the public benefit it produces, the good of the people, the magnificence of the commonwealth — ends which he allows may be best shaped by princes but are most ably defended by republicans.

How strange, then, that the author of this most meticulous interpretation of Machiavelli's book, following it chapter by chapter and line by line, comes to find its real meaning lurking only between the lines. About a chapter on liberty in which Machiavelli advocates free rein to the people's ambition Mansfield remarks that "the worth of ambition" is in fact the central theme, "but the issue is kept hidden to respect and imitate the people's desire not to be oppressed: hence the attention to freedom". Where Machiavelli speaks of the greater wisdom and constancy of the populace in contrast with princes, Mansfield finds this a "strategy" for defending the moral superiority of a "shackled multitude". Though it would appear Machiavelli was often only "hinting" at his underlying themes, Mansfield's revelations hardly make them more transparent, closeted as they are in parentheses or darting out in a flash at the ends of paragraphs and then vanishing again before they can be brought into focus, as they wend a mysteriously furtive route through more than four hundred dense pages of text.

The principal merit of this perplexing book lies in its extraordinary fidelity to Machiavelli's own literary form, if not his meaning. The *Discourses* are a mosaic of richly textured historical illustrations, a perambulating work continually refined by examples and particulars. In that regard Machiavelli's inaugural contribution to modern political thought lacks the philosophical sweep and rigour characteristic of the other claimant of his title, Hobbes, and it is a mark of Mansfield's patience and devotion that he seems altogether comfortable handling such an intricate tapestry. Above all when he deals with the third book, and, for instance, Machiavelli's contrasts there between the careers of Scipio and Hannibal, and Valerius and Manlius — each a pair of figures of whom one was mainly loved, the other feared — Mansfield is in his element. His exposition, and his index too, is most striking for its attention to detail, and for a long time to come it should quell any other ambitions to write a compendium of the *Discourses*.

But since Mansfield believes that "the greatest discoveries are to be made in the details" readers are entitled to ask him to come out into the open and tell us what those discoveries might be. This commentary on a commentary is not so much an *explication de texte* as a recapitulation with sinister embellishments. His work is inspired by the most provocative book ever written on the subject, Leo Strauss's magisterial *Thoughts on Machiavelli*, and yet it has none of the synoptic brilliance which that equally painstaking scholar employed with such infuriating skill to portray the grand design of Machiavelli's "evil doctrine". Few of the overarching questions to which we might have expected answers have even been posed here. What was Machiavelli's aim in plotting new modes of republicanism by way of a digest of Livy's *History of Rome*? Why did he emulate Livy's text so closely though mentioning it so seldom? How do the themes of the *Discourses*, wherein we find frequent references or allusions to *The Prince*, square with the endorsement of monarchical rule in that work? While Strauss spins the threads of his commentary together in a perversely splendid yarn, Mansfield instead offers us an intriguing warp without a woof.

Robert Wokler

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Challenges to French absolutism

Representative Government in Early Modern France
by J. Russell Major
Yale University Press, £28.40
ISBN 0 300 02300 6

Within most French historians, products as they are of a centralized, uniform state education system, lurks a worship of state power. France has never had anything resembling a Whig interpretation of her history, in which checks and setbacks to the ambitions of executive authority are lovingly chronicled, and the virtues and achievements of representative institutions described in ways that make them seem self-evident. French historiography has dwelt instead on the evolution of centralized state; and French historians reserve their most minute attentions for the occasions upon which strong kings smashed resistance, and political assemblies demonstrated their worthless selfishness by wasting time on internecine squabbles.

Both interpretations are of course success stories. In English history Parliament finally won and the royal family lost—or so at least it seemed until recent times. In French history "absolutism" was the victor, and even though representative institutions made a comeback in 1789, the story since then has by no means been so uniformly happy, as the experience and indeed the very existence of the Fifth Republic testify. The danger with historical success stories is that in retrospect they look inevitable. The defeated, foredoomed to failure, then receive less attention than perhaps they deserve. So sometimes it takes foreigners, educated in different cultural traditions, to demonstrate the importance of neglected areas of a nation's history. Russell Major, a citizen of a country where representative institutions have proved no handicap to the achievement of strength and power, has spent a scholarly lifetime arguing that the way of absolutism was not the only one open to France in early modern times. This big book is the fullest version yet of his argument.

The argument is not especially complex or subtle, nor is it any adverse reflection on the author to say so. He is simply contending that an immense range of representative institutions existed in early modern France, and that their vigour and contribution to the government of the country positively increased in the sixteenth century. The length of the book results from the way he chooses to demonstrate this. His method is to recount in detail the activity of each representative institution, and the result is an accumulation of evidence so massive that all future writers on early modern France will be obliged to take account of it. It will take a lot of arguing away; and even those who persist in concluding that the French Renaissance monarchy was more absolute than Major thinks, will find his book an invaluable companion to French history between the mid-fifteenth and the early seventeenth centuries.

Few people will read it from cover to cover. Approached that way, it is as prolix and indigestible as the activities of the estates themselves. It is a book rather to use and refer to, and in that role it is assured of a long future. Above all it has the feel of credibility which is often lacking in more dazzling examples of historical imagination. Major never makes the mistake, so common and yet so fatal among historians of the *ancien régime*, of assuming that what was ordered to be done actually was done, or was done in the way intended. Convincing, too, is his argument that the real enemies of the local estates in the seventeenth century were the *Intendants* rather than the monarchs these officials served. We have not heard enough about the capacity of *Intendants* to create problems as well as solve them.

In Major's view, the basic flaw in the early modern French policy was not simply that representative institutions were weak, but that all institutions were weak. They were involved, the monarchy included, in a sort of Hobbesian struggle of every one against every other. Hence the governmental chaos of which the surviving records are an apt reflection. The institutions of the state could have been strengthened in two ways. Either the king could have relied fully and consistently on representative bodies; or he could have swept them and all other intermediary institutions away entirely, along with the diversity and the privilege of which they were exemplars, and set up a recognizably modern bureaucracy. But the seventeenth-century kings did neither. Pursuing instead costly foreign wars and domestic expediency, they sucked the life out of old institutions but left them prickly and intact, like coral, ready to rip the bottom out of personal monarchy when financial storms and incompetent navigators drove it against them.

William Doyle

William Doyle is senior lecturer in history at the University of York. His book, "Origins of the French Revolution", has just been published.

BOOKS

Reconciling biological differences

The Evolutionary Synthesis: perspectives on the unification of biology
edited by Ernst Mayr and William B. Provine
Harvard University Press, £15.00
ISBN 0 674 27225 0

Darwinism was born in 1859 by the publication of the *Origin of Species*. The opposition it met is well known, but it rapidly became scientific orthodoxy because it both answered so many problems about extinction, adaptation and geological time, and at the same time stimulated ideas in a range of biological disciplines, never mind its illegitimate spin-offs in economics, politics, sociology, and so on. Darwin himself recognized that his arguments depended upon a plentiful supply of heritable variation and devised a hypothesis (pangenesis) to provide this. Thus it might have been expected that the rediscovery of Mendel's work in 1900 and the proof of the physical basis of heredity a few years later by T.H. Morgan and his collaborators would have supplied the missing elements to evolutionary theory, and set a research programme of merely dotting i's and crossing t's.

Not a bit of it. The early days of genetics were marked by fierce controversy between geneticists (or Mendelians, as they were called) and biometricians, and a longer lasting rift between the geneticists (who were supposedly dealing with the raw material for evolution) and the palaeontologists (who study the course that evolution has taken). Natural selection was seen by many of the early geneticists, such as Bateson, Zirkle and to a large extent Morgan and Goldschmidt as a purely negative process eliminating unfit deviations. Genetics apparently had nothing to say about the nature of gaps between species, the origin of evolutionary novelty, the formation of higher (that is, supra-specific) categories, or the integrated nature of evolutionary change. Palaeontologists described long-continuing evolutionary trends which they could not explain, but which seemed to be entirely distinct from the random and deleterious variation produced by genetic mutation. Most influential biologists in the 1920s regarded Darwinism as an unimportant factor in evolutionary change: thus the palaeontologist, Osborn, and the taxonomist, Rensch, both distinguished between evolution by mutation – that is, by discontinuous saltations – and by speciation – that is, by gradual, continuous genetic change. In 1932 Morgan could assert that "natural selection does not play the role of a creative principle in evolution".

Yet within 12 years (1936-1947) a seemingly new theory of evolution acceptable to virtually all biologists was synthesized from previously feuding elements. The events of these years have come to be known as "the neo-Darwinian synthesis", which has persisted and deepened ever since, despite the questionings of biochemists in the 1960s, philosophers in the 1970s, and an even more recent challenge from immunologists.

The synthesis can perhaps be first seen in two English books, E.B. Ford's *Mendelism and Evolution* (1931) and J.B.S. Haldane's *Causes of Evolution* (1932), but it was really consolidated in three works from America: Dobzhansky's *Genetics and the Origin of Species* (1937), Mayr's *Systematics and the Origin of Species* (1942), and Simpson's *Tempo and Mode in Evolution* (1944). In 1929 the German palaeontological and genetical societies met in Tübingen to discuss their differences, but achieved only mutual misunderstandings and misconceptions; in a meeting of evolutionists at Princeton in 1947 "it was virtually impossible to get a controversy going ... (there was) an essential agreement among all the participants on the gradual mode of evolution, with natural selection as the basic mechanism and the only direction-giving force".

Disagreement may be healthy and stimulating, but it is also time-consuming and distracting. The neo-Darwinian synthesis was of vital importance to biology, but has general lessons for scholars in other disciplines, never mind historians and philosophers of science. *The Evolutionary Synthesis* is an account of the ideas, people and events involved, written by their architects and those who knew them. It is the fruit of two workshops organized in 1974 by the Committee of the Recent History of Science and Technology of the American Academy of Arts and Science, master-minded by the veteran Harvard biologist, Ernst Mayr. In addition to the workshop proceedings, Mayr circulated both participants and those unable to attend (notably Huxley, Rensch and Simpson) with a detailed questionnaire. The volume that has emerged is both well produced and readable – much more than the normal collection of uneven essays that emerge from symposia.

The book has four parts: a long prologue by Mayr setting out his personal interpretation of the ingredients of the synthesis; seven chapters on the contribution of different approaches to the synthesis (genetics, cytology, embryology, systematics, botany, palaeontology, morphology); the response to the synthesis in the Soviet Union, Germany, France, Britain, and the USA; and a section on philosophy and biography, rounded off by an epilogue from Mayr's co-editor, W. B. Provine.

The synthesis did not come through one "side" being proved right and the others wrong; but from "an exchange of the most viable components of the previously competing research traditions" (page 40). It involved three steps: "the removal of objections to the compatibility of Darwinian evolutionary theory and Mendelian genetics and the demonstration that those two sets of ideas were mutally supportive (the bases of this aspect were already laid by Bateson, Fisher, Haldane, and Wright); the extensive and detailed casting of those sets of ideas in terms of new modes of thought, particularly populational thinking; and the demonstration that various other fields – including palaeontology, zoology, systematics, botany, among others – are not incompatible with the ideas brought together in the first and second aspects, but on the contrary, called for those ideas (Simpson, Rensch, Mayr, Stebbins, among many others)" (page 398).

Darwin himself collected the available facts from many parts of biology, but by the end of the nineteenth century each of those parts had grown so much that the glue binding his original synthesis had begun to come apart. The significant movers in their re-synthesis were iconoclasts like Cyril Darlington and G.G. Simpson who broke out from their own traditions; individuals who moved between research groups, bringing new ideas (Huxley to Morgan's laboratory, Clausen to California from Treusenko's group, Muller to Moscow, Timoféeff-Ressovsky to Berlin, and others); and those like R.A. Fisher and E.B. Ford who transferred ideas from one discipline to another. The danger of contemplating one's own navel (however avidly and intelligently it is illustrated by the situation in France which according to the late Ernest Boesiger of Montpellier remained "a kind of living fossil in the rejection of modern evolutionary theories" (page 309) due to chauvinistic isolationism towards non-French theories and university appointments (page 319); and in botany where the field-worker and museum taxonomist remained much farther apart than in zoology, and were there was no tradition of collecting population samples and thus challenging typological thinking.

Mayr and Provine have done an important job in producing this book. It deserves to be widely read.

R.J. Berry

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Behavioural repertoires

Behavioral Mechanisms in Ecology
by Douglass H. Morse
Harvard University Press, £15.00
ISBN 0 674 06460 7

Behavioural ecologists study how differences in behavioural patterns adapt animals to their various environments. Sociobiologists study the biological basis of social behaviour. The two disciplines overlap because animals are components of each other's environments, but the recent notoriety of sociobiology and its increasingly unified theoretical basis has overshadowed the broader science of behavioural ecology. Recent sociobiological textbooks and readers do little to satisfy the need for an integrated text designed specifically for university courses in behavioural ecology. The most suitable volume at the moment is a multi-author production edited by John Krebs and Nick Davies (*Behavioural Ecology: an evolutionary approach*, Blackwell Scientific, 1978), but the chapters are inevitably of variable quality. Douglass H. Morse, Bumpus Professor of Biology at Brown University, has not filled the gap. However, he has produced a studious volume that deserves serious attention as a postgraduate reference work.

Sadly, the author starts out by admitting that he will not attempt to outline a theory of behavioural ecology. Rather, he attempts to use behavioural adaptation as a theme to approach a variety of topics that have ecological importance. With resource acquisition as a baseline, he has produced important review chapters on foraging patterns, food selection, habitat selection, territoriality and competition. Other more disparate chapters deal with reproduction, avoiding predation and social grouping. Each of the major topics is well researched (within limits) and replete with examples. However, the examples betray important biases. The book is almost all about birds.

It is true that most of the good experimental work in behavioural ecology has been done on birds, but phylogenetic idiosyncrasies demand that other taxonomic groups are well reviewed in a book that is claimed to "integrate the vast literature on animal ecology and behaviour into a conceptual whole". Although lizards and mammals are not ignored, invertebrates are. Not all animals have the same behavioural repertoire, and cross-taxonomic investigations have been an important source of both hypotheses and hypothesis-testing for behavioural ecologists. For instance, the discussions on sexual dimorphism would have profited and would have been reshaped if other groups had been properly considered.

Further imbalance comes from the importance that the author places upon his own research work. It is quite understandable that people highlight their own research when they write a review article or a textbook. Indeed, Professor Morse has made important contributions, particularly in the fields of habitat use and foraging by birds. But a little modesty on the part of the author would save the serious student some embarrassment.

The book has two other weaknesses. First, it lacks the formalism that must be present in the armoury of any student studying or researching in the fields of animal behaviour or ecology today. No mathematical models are developed in the book and, despite considerable coverage of the functions of animal conflict, the concept of the evolutionarily stable strategy is not mentioned. Throughout a 40-page section on food selection we find numerous references to optimal foraging theory, but students will have to go elsewhere to find the theory formally presented. Many of the topics reviewed in this book would have received little experimental attention if simple models had not been produced; they work to make both assumptions and predictions clear. Second, the examples used to illustrate concepts are often poorly chosen.

Nevertheless, the book is important. Professor Morse is committed to a science of behavioural ecology that is firmly embedded in an experimental paradigm. I applaud his insistence on rigorous experimental tests. Research students working in the field of behavioural ecology would do well to read this book for that reason alone. It is also a useful reference work. But there still remains that important vacant niche for a textbook that attempts to provide a unified neo-Darwinian approach to behavioural ecology. Krebs and Davies have such a book in the press.

Paul Harvey

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Lives of the algae

Phycology
by R.E. Lee
Cambridge University Press, £27.50 and £9.95
ISBN 0 521 22530 2 and 29541 6

It is symptomatic of the changeable and exciting state of phycology at present that the classification of any new textbook is slightly different from that of its predecessors. This is inevitable but confusing to the student and in this respect it is fortunate that Lee presents a reasonably conservative approach to the algae with the exception of the Glaucophyta and the Rhaphidophyceae. However, many phycologists will quarrel with the inclusion of these taxa and with the grouping of the Euglenophyceae, Dinophyceae, Cryptophyceae, Rhaphidophyceae, Chrysophyceae, Prymnesiophyceae, Bacillariophyceae, Xanthophyceae, Eustigmatophyceae and Phaeophyceae within the Chromophyta. It is irritating that we are not told the origin of many of the classifications and particularly the splitting of the diatoms into the orders Biddulphiales and Bacillariales.

A straightforward approach has been adopted and after an introductory chapter the algae are presented in six divisions. A chapter is devoted to each of the Cyanophyta, Glaucophyta, Rhodophyta, Chlorophyta and Charophyta, and to each of the four classes of the Chromophyta. Each chapter closes with a reference list; a glossary, subject index and taxonomic index are found at the end of the book.

The balance of the book may be criticized by some in that 216 pages are devoted to the Phaeophyceae, Rhodophyta and Chlorophyta but only 196 to the remaining twelve taxa. The repetition of much of the detail in the life histories, is of course, difficult to avoid, particularly in the Rhodophyta, but, nevertheless, some other chapters are noticeably lacking in details by comparison.

The introductory chapter is perhaps the most unsatisfactory. In the third sentence we are told that the algae are thallophytes (plants lacking roots, stems and leaves). Such a definition is misleading and the term has quite properly fallen from usage over the past 20 years. Furthermore, it is difficult to justify inclusion of the Cyanophyta among the algae as procaryotic forms, especially as the author accepts that they are "closer in evolution to bacteria than to the rest of the algae". The description of the aquatic environment is poor and the explanation of the breakdown of thermal stratification is factually incorrect. Furthermore, Lee's comments that oligotrophic lakes contain mostly desmids and diatoms and that eutrophic lakes usually have populations of Cyanophyta and Chlorophyta is an oversimplification that may mislead.

There are a number of questionable generalizations elsewhere in the book, some of which seem to be a result of excessive simplification in the interests of brevity. Two criticisms may be levelled at the diatom chapter. The author writes that "the cells are surrounded by a right two-part box-like cell wall" and although from the subsequent text it is clear that this is less than the truth it is the kind of statement which has misled students of diatoms for many years. The inclusion of figure 9-8 (after Hendey) compounds this error and perhaps is the cause of the generalization regarding size reduction on page 178. Not all diatoms do necessarily reduce in size as a result of cell division.

Commendably, illustrations accompany the majority of the organisms named in the text, although, at first glance, many readers will be disappointed with their quality. Most of the figures are line drawings and some are rather small. The life cycle diagrams especially have been reduced far too much and figures 14-38 and 15-6 are particularly poor. Nevertheless much more information can be conveyed by a line-drawing than by a micrograph and from this standpoint the book compares very favourably with other phycology texts.

Excepting the small size of some of the illustrations, the book is nicely produced. Students fresh to the algae will probably find it a useful alternative to existing texts, but there are too many fundamental shortcomings for it to be strongly recommended.

R. M. Crawford

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BOOKS

E.H. Carr

From Napoleon to Stalin and other essays
by E.H. Carr
Macmillan, £20.00
ISBN 0 333 28941 2

Collections of short essays and reviews, especially if their component elements have been written over a long period of time, are notoriously difficult to review because of the lack of unity from which they tend to suffer. The 32 reprinted essays which make up this volume, all but two of which first appeared in *The Times Literary Supplement*, were published over a period of almost 30 years; but the collection has more coherence than most productions of this kind.

This is because a high proportion of it deals with two central and related themes — modern Russia and Marxism. The book includes essays of considerable interest in other areas (notably an incisive brief discussion of changing ideas of human rights since the later eighteenth century which brings out well the impossibility of giving real meaning to economic and social "rights" in the modern world except in the context of a relatively wealthy and productive society). But Russia and Marxism, the subjects on which Mr Carr has written so much and so well for half a century, are naturally enough predominant here. Of the four sections into which the book is divided the second (nine essays) deals with Russian history and the last (eight essays) with socialism and communism, while of the 10 essays in the third section, entitled "Profiles", four are concerned with Russians — Kropotkin, Milyukov, Radek and Bukharin.

Every item in this collection displays the virtues which readers have come to expect from Mr Carr — clarity of expression, a wide range of detailed knowledge and a kind of intellectual tough-mindedness. They also show some of the limitations with which critics have reproached him in the past. Sometimes the firmness and clarity are in danger of turning into dogmatism, though this undoubtedly adds to the stimulus of what he said; at least Mr Carr never leaves us in any doubt what he thinks on any issue.

There is rather too easy an assumption here, for example, that in the modern world economic progress is possible only on the basis of very large productive units and some form of command economy, and that there is no place nowadays for economic liberalism of any kind. It is significant that although he is willing to criticize the political tyranny which developed in Russia from the end of the 1920s the author, in the few remarks he devotes to the subject, has nothing but praise for the at best patchy and in many ways disastrous economic performance of the Soviet system over the last generation or more.

Many of us, again, will sympathize with Mr Carr's contempt for "the familiar and futile attempt to avert the future by invoking the past"; the difficulty is to know when the past really has ceased to be instructive and become irrelevant or misleading. A view of history which refuses to give much weight to even the most important individual personalities, exemplified in the at least debatable assertion that "Stalinism is a political phenomenon not explicable in terms of individual eccentricity", is another example of this schematic (and sometimes attractively self-confident) attitude of mind.

An undertone of disappointment and frustration is clearly audible at least in the more recent of these essays: Mr Carr is irritated by the continuing and widespread indifference, as well as downright hostility, to Marxism in the English-speaking countries; and his insistence that they have too often approached it in an intellectually parochial way has no doubt some justification. He is also disillusioned by accumulating evidence that workers throughout the western world simply do not want fundamental social or economic change, that revolution there is farther away now than it was thirty years ago. The longest and most recent of these essays, an interview published in *New Left Review* in 1978, reflects a bad acceptance of this fact.

More than most collections of this kind, then, this one is the product of a well-marked, deep-rooted and consistent set of intellectual attitudes. Some readers will find it irritating, at least in places; but many will be stimulated and none is likely to be bored by it.

M.S. Anderson

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Power in the Soviet Union

Authority, Power and Policy in the USSR: essays dedicated to Leonard Shapiro
Edited by T. H. Rigby, Archie Brown and Peter Reddaway
Macmillan, £15.00
ISBN 0 333 25702 2

This *Festschrift* to Professor Leonard Schapiro, doyen of Soviet political studies in this country, was prepared for the occasion of his seventieth birthday. Nearly all the contributors are his former research students. It must be a source of great satisfaction to him that so many of his pupils, now established scholars, have been eager to come together to pay this tribute, including those who do not agree with his approach to Soviet politics and his assessment of the Soviet regime.


LIFE MAGAZINE

Molotov, Khrushchev and Stalin in Red Square, May Day 1933.

Present publishing constraints compelled the editors to restrict the contributors to what they call the "LSE connexion". This has had the great advantage that the book is much more coherent than most *Festschriften*. Most of the authors direct their attention to the theme of the title, which has been perhaps Professor Schapiro's central preoccupation throughout his writings about Soviet politics; and the book adds substantially to our understanding of the Soviet political process.

Professor Rigby provides a brief intellectual biography of Schapiro and a useful bibliography of his many publications on Soviet politics and Russian intellectual history. Rigby also provides the keynote essay in which he grapples with the conceptual problems in analysis of political power in the USSR. He argues that the one-party (or "mono-organizational") system is above all "goal rational" — its primary criterion is "conformity not to the rules through which it operates but to the achievement of the sub-goals and tasks passed down from the supreme authority". Rigby insists, however, that the system also possesses "rational-legal" elements — much of its activity is governed by normative rules. And policy formation certainly does not flow entirely from the top. Even in public, some issues are hotly debated before they are resolved; the famous campaign against the pollution of Lake Baikal bears witness to this. And behind the scenes a lively "crypto-politics" is at work, amounting to a kind of institutional pluralism. In short, political power in the Soviet Union is highly centralized, but this dominating principle is greatly complicated by secondary but important features of the system.

Various facets of Professor Rigby's general analysis are exemplified by the other essays in this volume. Mr Kemp-Welch argues that both party officials of lower rank and communist intellectuals played a definite role in shaping the Stalinist intellectual order; and even in the Stalinist phase, specialist and professional opinion also played some part in policy formation. Peter Reddaway, best known as a vigorous publicist for the Soviet dissidents, provides a judicious assessment of Soviet policy towards dissidents over 20 years which fits well with Professor Rigby's assessment of the regime as a whole. His general conclusion is that the basic Soviet approach to the dissident movement during and since the Khrushchev period has been remarkably stable and fairly cautious: "the Soviet system can neither tolerate a high level of extra-systemic pressure group activity, nor, if the group has strong foreign support, can it suppress it". According to Reddaway, emigration has provided an essential valve for releasing the resultant pressure.

A lively survey by Archie Brown examines the changing power of the supreme Soviet political leader — the general secretary of the party — over the whole period since Stalin's appointment to the post in 1922. Stalin's system of personal rule cannot be regarded as the Soviet norm. The personal style and power of the general secretary has been through several major changes. Khrushchev, like Lloyd George and Neville Chamberlain, "led from the front", by-passing his colleagues when he thought it necessary, while Brezhnev, like Baldwin, Attlee and Wilson, "leads from the middle" (as did Stalin in his first seven years as general secretary).

Neil Harding's essay turns our attention to the process by which Lenin's original hopes for a "commune-state" rapidly gave way in practice to a mono-organizational society in 1919-20, with the future "Rightist" Bukharin, then in his "Left" phase, providing its theoretical justification.

The fundamental features of the Soviet political system thus have deep roots; and in his concluding essay Professor Rigby joins other contributors in emphasizing the stability of the system and the likelihood that any change will be slow. In a stimulating contribution Professor Nove, calling the later writings of Trotsky to his support, argues that the economic system will remain centralized until the market is greatly strengthened; and Professor Rigby holds that such developments would in turn be dependent upon the gradual emergence of more pluralistic modes of political decision-making. Perhaps these predictions of future immobility are too cautious. It is a weakness of most recent western studies of the contemporary Soviet political system that insufficient attention is paid to the great variety of internal discussions about Soviet society among those who do not seek to challenge the system. Much information about these discussions lies neglected on our library shelves.

The iceberg may not be as frozen and immobile as Professor Rigby and his colleagues suppose. Confused and potentially stormy tremors and eddies can be discerned beneath the surface: the next generation of political leaders will need to display great flexibility and wisdom if they are to adapt themselves successfully to the uncertain future.

R.W. Davies

R.W. Davies is director of the Centre for Russian and East European Studies at the University of Birmingham.

Centralized pluralism

The Bureaucratic Leviathan: a study in the sociology of communism
by Maria Hirszowicz
Martin Robertson, £12.50
ISBN 0 85520 309 9

For more than a decade now a number of western scholars have attempted to bring communist studies into the mainstream of the social sciences, and one area of investigation has been the comparison of communist systems to bureaucratic organizations in the West.

As Dr Hirszowicz points out, however, communist bureaucracy is in many respects fundamentally different, "a new species", differing markedly in its "officially acknowledged objectives" and "its main structural traits" from Weberian rational bureaucracy. Although willing to accept that there are some points of similarity between this new phenomenon and western organizations, she particularly emphasizes the dissimilarities. Nevertheless, her first chapter, in which a number of models of communist systems, including not only bureaucratic and organizational models but totalitarianism and Laird's "monohierarchy", are subjected to critical assessment, is a valuable contribution to comparative studies. Dr Hirszowicz sees communist systems as being distinguished not by a single chain of command, but by a "concentration of power at the top and the multiplication of hierarchies possessing some authority over various sectors of social life", a kind of "centralized pluralism".

After a chapter on the origins of the party-state bureaucracy in the USSR which the author argues was established before Stalin's emergence as a one-man ruler, she turns her attention to the stratification of communist societies, in particular the inequalities that have resulted from the bureaucratic institutional structure, and potential conflicts that could arise from those inequalities. A useful consideration of the advantages, political and economic, that accrue to members of the party-state bureaucracy is preceded by a discussion of the political privileges associated with party membership. That party members have privileges of participation, trust and eligibility for responsible posts in comparison with non-party members is clearly true, but the position would seem to be more complex than this simple generalization suggests. White-collar workers may have more to gain from membership than blue-collar but there is some evidence to suggest that membership is less of a *sine qua non* for career advancement than appears on the surface. Peter Frank, for example, has suggested that in the Soviet Union membership is an expected adjunct to many jobs. The Machonin study of Czechoslovak society, published in Bratislava in 1969, also came to the conclusion that party membership was one of the attributes of power, like the better quality of life. Dr Hirszowicz outlines for members of the bureaucracy, rather than a prerequisite for a career. The high level of white-collar membership would appear to result from a desire to control key posts rather than to support that social group.

From failures to achieve equality, the author moves on to examine another anticipated advantage of socialism: its ability to attain through central planning "a higher degree of rationality than any previously known system". The shortcomings that result from bureaucratic management, their causes and the attempts to bypass them are well covered and highlight the differences with western organizations. The final chapter strays farther however from the bureaucratic theme, focusing on the intelligentsia in Poland and challenging those who see that social group as the main source of opposition to the bureaucracy. Although, as the author argues, the intelligentsia is a heterogeneous group including many whose interests coincide with those of the bureaucracy — and her examination of the changed nature of the Polish intelligentsia is an interesting one — the evidence suggests that elsewhere in Eastern Europe it is front the ranks of this intelligentsia that "attacks" on the bureaucratic Leviathan have most frequently come. Poland in this respect may be less typical of communist states than in others.

Gordon Wightman

Gordon Wightman is lecturer in the department of political theory and institutions at the University of Liverpool.

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Universities

The Australian National University
RESEARCH SCHOOL OF CHEMISTRY

Fellow/Senior Fellow in Physical and Theoretical Chemistry

The School proposes to make an appointment at the Fellow/Senior Fellow level in the research area of physical and theoretical chemistry.

The appointment would be for five years in the first instance with the possibility of re-appointment or retiring age. The classifications of Fellow and Senior Fellow, which are particular to the Australian National University, span in terms of salary and status the categories Lecturer to Reader in other Australian Universities.

Applicants should have strong qualifications in theoretical chemical physics. Preference may be given to applicants who have demonstrated in their publications interests in both theoretical and experimental aspects of chemical physics.

The appointee would principally conduct independent research, with some support from postdoctoral workers, Ph.D. students and technicians, and would be expected to assist with other aspects of postgraduate training and School administration. The School is non-departmental, and opportunities exist for co-operation with other groups in the School (organic, theoretical organic, inorganic, organometallic, inorganic solid state and analytical). Other activities are described in more detail in the 'Further Particulars' which may be obtained on request to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Current research in the Physical and Theoretical section of the School includes: Theory of crystal excitation and photochemistry and intermolecular forces: (Professor D. P. Craig); Spectroscopy and photochemistry: (Dr. J. Ferguson, Professorial Fellow); Photophysics and electron magnetic resonance (Dr. R. Bramley, Senior Fellow); Study of disordered materials via X-ray and optical diffraction, computer modelling and semi-empirical force calculations: (Dr. T. R. Welberry, Fellow).

The School is well equipped to contemporary standards, especially in optical, NMR and EPR spectroscopy, mass spectrometry, X-ray crystallography, electron microscopy and liquid He cryogenics. There is a library on the premises, and workshops, including a machine shop, glassblowing, electronics, electrical and woodworking shops. The School is well supported by ancillary staff, both technical and administrative. In computing there is access to the School PDP 11/45 and the University Univac 1100/82 systems.

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The University reserves the right not to make an appointment or to make an appointment by invitation at any time.

There are no application forms. Applicants should supply to the undersigned by *12 June 1981* a curriculum vitae, list of publications and statement of research interests, together with two passport-sized photographs, and the names and addresses of three academic referees.

G. E. Dicker, Registrar, P.O. Box 4, Canberra, ACT, 2600, Australia.

THES1

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Applications are invited for the above-mentioned positions. Appointee's principal duties will be teaching on the University's diploma in communications engineering course. The course is designed to train technical officers for the National Broadcasting Commission, the Department of Posts and Telecommunications, and the Civil Aviation Agency. Applicants should have practical experience in at least one area relevant to the above fields, and teaching experience at technician level.

Salary scale: K12,426-K16,275 (K1 = Stg. 0.6711).

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Applicants including particulars of age, nationality, marital status, family, qualifications, experience, and the names and addresses of three referees, should be sent to the Registrar, Papua New Guinea University of Technology, P.O. Box 793, Lae, Morobe Province, Papua New Guinea by *8 May 1981*. Applicants resident in the United Kingdom should also send an additional copy to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

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Research Fellow Grade I	: £6,720 × 350 - £8,120
Research Fellow Grade II	: £4,548 × 309 - £5,784
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Overseas applicants may obtain further particulars from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications should be submitted by 30 April 1981.

THES1

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LECTURER IN STRUCTURAL ENGINEERING

Applications are invited for the post of lecturer in the Department of Civil Engineering. Applicants should have a degree in civil engineering, and have practical experience in the design of structures, preferably in structural steelwork and/or have some research experience in the structural field.

Salary within scale £6070-£12,860. It is hoped to appoint within the lower half of the scale. Requests for further particulars and applications to Paul Johnson, Establishment Officer, ref. 81/13CV.

Loughborough *Leicestershire*

THES1

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Norwich

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Further particulars are available from Mrs. E.C.F. Sears, The University, Highfield, Southampton SO9 5NH, to whom applications (7 copies) should be sent. Please quote reference.

THES1

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Applications (one copy only) giving exact date of birth, full particulars of qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich, NR4 7TJ (telephone 0603 56161 ext. 2129) from whom further particulars may be obtained, not later than 1st May, 1981. No forms of application are issued. In naming three referees you are particularly requested to give only the names of those who can immediately be approached.

THES1

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Application forms and further particulars may be obtained from the Staff Officer (quoting reference 317/136), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET (tel. 021 359 3611 ext. 5011).

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H1

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THES1

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Application forms are available from Mrs. R. E. Johnson, Assistant Secretary (Staffing), Faculty of Mathematics (1/60/3), The Open University, Walton Hall, Milton Keynes, MK7 6AA (telephone number Milton Keynes (0908) 653784, 24 hour answering service on 635868.

Closing date for applications: 29th April 1981. H1

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Applications (8 copies, one in the case of overseas candidates) should be sent by 13 May 1981 to Professor E. P. H. Rees, Sir William Dunn School of Pathology, South Parks Road, Oxford, from whom further particulars of both the lectureship and the Fellowship may be obtained. H1

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Applications are invited for a post of LECTURER in the above Department, available from 1 October 1981 for a fixed period of up to three years.

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Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 642. Preference will be given to candidates with a special interest in German Literature since 1750. Closing date for applications (not later than 1st May 1981). H1

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Interested applicants are to interview in London in early May. Applicants should send a letter of application and resume information to Dr. Leslie Hannon, Dean, Faculty of Business Administration, Memorial University of Newfoundland, Canada, St. John's, Newfoundland, Canada A1C 5S7. Two copies of the application should accompany the letter of application.

Applications together with curriculum vitae and the names of three referees should be sent to Dr. Leslie Hannon, Dean, Faculty of Business Administration, Memorial University of Newfoundland, Canada, St. John's, Newfoundland, Canada A1C 5S7, from whom further details will be available on request. Closing date 20 May, 1981. H1

THE OPEN UNIVERSITY

FACULTY OF MATHEMATICS

LECTURESHIP IN STATISTICS ON SECONDMENT

Applications are invited for a secondment to a Lectureship in Statistics in the Faculty of Mathematics, for two years from 1st October 1981, or earlier if possible. We wish to appoint a statistician who has a real interest in contributing to the Mathematics Faculty's distance teaching work in statistics and in communicating by the written word and by TV audiotape. The major part of the person's time will be to work on the course M343 Probability and Statistics, an introductory course on probability, statistics and random processes.

Salary will be at the appropriate point on the Lecturer scale (£6070 – £12,860 p.a.).

Application forms are available from Mrs. R. E. Johnson, Assistant Secretary (Staffing), Faculty of Mathematics (1/60/3), The Open University, Walton Hall, Milton Keynes, MK7 6AA (telephone number Milton Keynes (0908) 653784, 24 hour answering service on 635868.

Closing date for applications: 29th April 1981. H1

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Applications close on 30 June 1981. H1

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at The British School at Rome

The Balsdon Senior Fellowship enables an established scholar in Italian archaeology, history or letters, an architect or an artist to reside at the School for about six months between October 1982 and June 1983, and to play an active part in its academic or cultural life. It is primarily intended for those able to take extended sabbatical leave.

The Archival Fellowship is offered to a British or Commonwealth graduate engaged in research in Italian archaeology, history or letters, whose time will be divided equally between research and the cataloguing and rearrangement of the Schools' archives. The tenure is for the year 1981-82 with possible renewal; value £3,000 with free lodging at the School.

Full details of both Fellowships and application forms can be obtained in writing from the Secretary, Faculty of Archaeology, History and Letters, British School at Rome, 1 Lowther Gardens, Exhibition Road, London SW7 2AA. Closing date for receipt of applications is 21st April.

THES2

UNIVERSITY OF READING SCHOOL OF EDUCATION

SSRC Studentships

Three awards are available from October 1981 for the degree of M.Phil./Ph.D. by research (2/3 years). One of the research awards is directly linked with work being carried out in association with the Berkshire L.E.A. in the field of primary mathematics. The other two awards could be in any field of educational research.

Applications for studentships should have, or expect to have, an upper second or first class honours degree or a postgraduate qualification in education or social science from a U.K. university or the CNAA.

Further details are available from Professor J. Wrigley, University of Reading School of Education, London Road, Reading RG1 5AQ, to whom applications giving the names of two referees should be sent by 1 May, 1981.

THES2

UNIVERSITY OF NEWCASTLE UPON TYNE
School of Education

RESEARCH STUDENTSHIPS

(SSRC QUOTA AWARDS)

Applications are invited for 2 SSRC Studentships, tenable for 1 or 2 years from October 1981, to pursue postgraduate research leading to the degrees of M.Ed., M.Sc. (Speech) or Phd. by thesis. The School provides excellent facilities as well as training in research methods.

Candidates should have, or expect to receive this year, at least an upper second class honours degree, or a higher degree.

Further details can be obtained from the Secretary, Higher Degree and Research Office, School of Education, University of Newcastle Upon Tyne, 61 Thomas' Street, Newcastle Upon Tyne, NE1 7RU.

- THES2

university college of swansea

S.S.R.C. LINKED AWARD IN HUMAN GEOGRAPHY

Applications are invited from suitably qualified graduates or those expecting to graduate this year for an S.S.R.C. Linked Award Studentship in Human Geography. The successful applicant will work in the field of the Geography of Crime under the supervision of Professor D. T. Herbert, The Studentship, to commence in September 1981 is initially for a period of two years.

Further particulars may be obtained from Professor D. T. Herbert, Department of Geography University College of Swansea, Swansea SA2 8PP, to whom applications giving the names of two referees should be sent by May 8, 1981.

THES2

BRISTOL UNIVERSITY OF SCHOOL FOR ADVANCED URBAN STUDIES

GRADUATE STUDENTSHIPS

The School welcomes applications from graduates with a good honours degree or those awaiting this year for:

(a) SSRC linked studentship on Welfare Services and Social Needs (b) an SSRC linked studentship on Inner City Policy.

(c) an public sector award, for research on planning and policy processes generally, or on specific aspects of those processes.

Awards are for 2 years, with the possibility of extension for a year.

Further details from Judith Taylor, School for Advanced Urban Studies, Rodney Lodge, Grange Road, Bristol BS8 4EA Tel: (0272) 38261.

LONDON UNIVERSITY OF INSTITUTE OF EDUCATION

Linked Studentships

The Department of Educational Administration invites applications for SSRC Research Studentships for 1981 to work on two research projects already under way. Financial Delegation in Schools, South Glamorgan Project aims to a study of the development of the educational finance provision within the Metropolitan Services (Education's special provisions for 16-18s, covering requirements of students in the local area to local initiatives.

Fulham Education and the Inner Boroughs Project is a study of the change in the relationship between central and local government.

Applicants should have a good honours degree or postgraduate qualification in one of the social sciences, preferably related to which project they wish to undertake (with a preference for Fulham Project). Grants are available for up to three years, to cover fees and maintenance.

Further information about the projects, the University of London Institute of Education (ESTD) or Graduate Schools Office (Senate House) can be obtained from the Academic Registrar (Studentships), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, should be returned by April 30th. H1

Polytechnics

ULSTER POLYTECHNIC

Faculty of Arts

Lecturer II/Senior Lecturer French

Applications are invited from candidates preferably with a Higher Degree and Research experience in French Language and Literature. Preference will be given to candidates with an interest in the teaching of the subject in a Business and Economics context or to those who are prepared to undertake appropriate training in these areas.

Lecturer II/Senior Lecturer Interior Design

A creative designer is required who can make a substantial contribution to the CNAA BA Hons Course in Interior Design.

Applicants should hold a MDes RCA, BA Hons Degree in Architecture, ARIBA, or equivalent qualification, and should be creative designers particularly interested in the visual/tactile qualities of environments and graphic preventation.

Faculty of Business and Management

Principal Lecturer Accounting and Finance Research

Applicants should have a business or accountancy degree at honours level together with an appropriate professional accountancy qualification and an established record of research and publications in the areas of accountancy and finance. A research degree would be an advantage.

Lecturer II/Senior Lecturer Financial Accounting/Financial Management

Applicants should have the ACA/ACCA/ACMA/IPFA qualification and/or have a business/accountancy degree at honours level. Consideration may also be given to graduates in other disciplines who have studied Accountancy at an Advanced level. Industrial or teaching experience would be an advantage.

Faculty of Science

Principal Lecturer Data Processing or Applied Statistics (1 Post)
Lecturer II/Senior Lecturer Data Processing or Applied Statistics (2 Posts)

Applicants for these posts should have a good Honours Degree and/or a Professional Qualification. Teaching experience or professional/industrial experience with an interest in teaching would be considered an advantage. Research and consultancy will be encouraged.

Applicants for a Data Processing post should be able to contribute to the teaching of a range of data processing topics and to specialise in some of these areas.

Applicants for an Applied Statistics post should have an interest in computing and be able to contribute to the teaching of applied statistics across a range of courses concerned mainly with business sytems.

Lecturer II/Senior Lecturer Food Science

This post is in the School of Life Sciences and the person appointed will be required to teach Catering Science up to honours degree level and also contribute to the research and administration of the School of Life Sciences.

Applicants should have a good Honours degree in Food or Catering Science and experience in teaching and research.

Faculty of Social and Health Sciences

Senior Lecturer Speech Therapy

Applicants should be qualified and experienced speech therapists and hold an honours degree or its equivalent in a relevant area of study. The post will involve both teaching and clinical work.

Salary Scales: Principal Lecturer £11298-£12591/£14238; Senior Lecturer £9624-£11328/£12141; Lecturer II £6462-£10431.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7600. It has extensive new purpose-built accommodation, including 830 residential places on 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Salary will be at an appropriate point within the scale £10,359-£13,792 (Ref. 213/81).

Application forms and further details from the Personnel Officer, Sheffield City Polytechnic (Dept. TH), Hallamshire House, Hillsborough, Sheffield S1 2BB, or by phoning (0742) 20911 ext. 302. Completed forms should be returned by ref. letter.

THES3

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF MATHEMATICS, STATISTICS AND OPERATIONAL RESEARCH

DIVISION OF STATISTICS AND OPERATIONAL RESEARCH

PRINCIPAL LECTURER IN APPLIED STATISTICS

The person appointed would be expected to act as Subject Leader in Statistics and lead the team of staff contributing statistical teaching to a wide range of courses throughout the Polytechnic. These courses include B.Sc., M.Sc. degree in Applied Statistics and B.Sc. degree in System Modelling.

Candidates for the post must possess high academic qualifications, a broad interest in statistics and must also have had some research experience.

Salary will be at an appropriate point within the scale £10,359-£13,792 (Ref. 212/81).

Application forms and further details from the Personnel Officer, Sheffield City Polytechnic (Dept. TH), Hallamshire House, Hillsborough, Sheffield S1 2BB, or by phoning (0742) 20911 ext. 302. Completed forms should be returned by ref. letter.

THES3

Polytechnics continued

THE QUEEN'S COLLEGE GLASGOW

(A Scottish Central Institution)

ACADEMIC APPOINTMENTS

POSTS 81/01 and 81/02 — SENIOR LECTURERS 'A' (P.L. equivalent) in PHYSIOTHERAPY: These senior staff would have responsibility for the development of two specialist subject areas at degree and diploma level combined with administrative responsibility for the 2nd and 3rd years of the diploma course.

POSTS 81/03 and 81/04 — LECTURERS 'A' in CATERING STUDIES: One post is in Food Service and the other is in Food Production. Both involve teaching at Higher Diploma and Post Graduate level as well as developmental work on a new degree submission to CNAA.

POSTS 81/05 and 81/06 — LECTURERS 'A' in PHYSIOTHERAPY: These staff will teach on the Physiotherapy Diploma course, and be involved in the development of a Physiotherapy degree. For one post, an interest in Bio-engineering would be an advantage.

POST 81/07 — LECTURER 'A' in COMPUTING and STATISTICS: This is a new and challenging post established to develop a college based computer service.

SALARY SCALES — (under review from 1.4.81)

Lecturer 'A': £5958-£10527 (Bar) -£11307
Senior Lecturer 'A': £10509-£11697 (Bar) -£13281

Further particulars and application forms for the above posts may be obtained from:

Personnel Office (TS)
THE QUEEN'S COLLEGE, GLASGOW,
1 Park Drive,
Glasgow, G3 6LP.

Please indicate which post you are interested in, by quoting the post reference number. The closing date for receipt of applications is Friday, 8th May, 1981.

Leicester Polytechnic

HEAD OF SCHOOL OF BUILDING, SURVEYING AND LAND ECONOMY

(Post No. 388).

Applications are invited from persons with substantial relevant experience for the above post. The prime function of the person appointed will be the leadership of the School in its teaching and research activities and in its liaison with the construction industry and the surveying profession.

A successful candidate, male or female, who meets the appropriate criteria may be granted the title of Professor in the Polytechnic.

Salary scale: Burnham Head of Department Grade VI (£13,983 to £15,432 per annum). Under review.

Further particulars and application forms are available from Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Tel 551551, Ext. 2303/1.

Closing date for applications: 30 April 1981.

CITY OF BIRMINGHAM POLYTECHNIC

MICROPROCESSOR APPLICATION CENTRE — TEACHING COMPANY SCHEME

OPPORTUNITIES IN MICROPROCESSOR/ MICROCOMPUTER APPLICATIONS, MANUFACTURING ENGINEERING AND BUSINESS ORGANISATION

Applications are invited for the following appointments

4 ASSOCIATES AND 1 SENIOR LECTURER (Temporary)

The Microprocessor Applications Centre at the City of Birmingham Polytechnic is collaborating with C Brandauer Co Ltd and the Speedwell Gear Case Co Ltd in a Science Research Council Teaching Company Scheme. Four Associates are required to work on a number of industrial projects which will be supervised jointly by senior industrial managers and polytechnic staff. The projects are in the areas of:

(i) Computer aided design and manufacture of press tools.

(ii) Business organisations and production control.

(iii) The use of microprocessors in the control of machine tools and sheet-metal forming machines.

Applicants should, preferably, hold a Degree in Electronic Engineering, Production Engineering or an Applied Science but applications from experienced industrial engineers and managers who hold the Higher National Diploma in a relevant discipline will also be considered. If necessary some introductory training will be given. Suitably qualified applicants will be encouraged to register for M.Phil Degree.

The salary for the Associates carries a maximum of £6,387 (under review). Two of the appointments are to start as early as possible with the others commencing in September 1981.

The Senior Lectureship is in the Department of Mechanical and Production Engineering and is initially for two years, the duration of the Teaching Company Scheme. The person appointed will take over some of the teaching duties of staff involved in the Teaching Company. Applicants should be graduates with research and/or industrial experience in the areas of Manufacturing Technology and/or Production Planning and Control.

Salary for the Senior Lecturer will be in the range £9,702-£10,116 (under review).

Further details and application forms (to be returned by 24th April, 1981) from: The Personnel Officer, City of Birmingham Polytechnic, 'F' Block, Perry Barr, Birmingham B42 2SU. (021 356 6911, Ext 217).

Informal contact about the posts can be made with Dr F Arthur or Dr J Wilber, (Tel No 021 356 6911, Exts 272 or 299).

BRIGHTON POLYTECHNIC

Learning Resources Educational Development Unit Co-Ordinator

£10,509-£13,245 pay award pending

To manage and develop a range of educational support services for the academic staff of the Polytechnic, including a successful "Release Scheme" which generates a large number of innovatory projects based in academic departments aimed at improving the effectiveness of teaching and learning. The Co-Ordinator will also work with the Polytechnic's Courses Unit on course development and monitoring and take responsibility for a short course programme and advisory services on teaching and learning methods.

Further details and application forms from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AT. Tel: Brighton 693655 Ext: 2536. Closing date 1 May.

THES3

PRESTON POLYTECHNIC

Applications are invited for the following post in the School of Mathematics, Statistics and Computing:

LECTURER II or SENIOR LECTURER in COMPUTING

Candidates should have a good honours degree in Computing Science or a closely related subject and have recent research or practical industrial experience in one or more of the following specialist areas: Software Engineering, Computer Architecture, Real-Time Systems, Networking and Communications, Systems Programming or Software Engineering. Recent graduates of those expecting to specialise in 1981, would be considered for appointment to the lower end of the scale. Applicants should be enthusiastic with a will to develop research and/or industrial collaboration in their chosen specialism.

Salary scale under review: Lecturer II £6,018 - £8,199 (Bar) £8,886 - £10,038; (Bar) - £11,286.

Application forms and further particulars (quoting reference AA/40) from the Personnel Officer, Preston Polytechnic, Corporation Street, PR1 2TQ. Closing date: 1.5.81.

HE

Personal

IMMEDIATE ADVANCES

£100 to £20,000

Written terms on request

REGIONAL TRUST LTD

51 Dover Street, Piccadilly London W1A 4HT

Phone: 01-491 2934

AUTHORS required for new series books on business subjects (computer science; computer programming; accounting; book-keeping; marketing; commerce; commercial law; statistics). Write, giving details of teaching, examining or written experience. Write box No. 0713V The Times, E.C.4. 25

Ph.D OFFERS offers tuition in Sanskrit, Classics, Yoga. Box No. 0716. The T.H.E.S., WC1. 25

OUT OF PRINT Book Service, 13 Polwater Grove East, Cardiff. Send s.a.e. for details. 1020

Colleges of Technology

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP (A) IN MATHEMATICS

The person appointed will have an active interest and research record in the applications of mathematics. Preference will be given to candidates with an interest in business applications.

Salary Scale (currently under review): £5968-£10,827 (Bar) – £11,307 with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application form obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG to whom completed applications should be returned by 20 April, 1981.

THES5

Colleges of Higher Education

Roehampton Institute — Digby Stuart, Froebel, Southlands, Whitelands

Courses offered by the Roehampton Institute of Higher Education are in combined studies leading to university first and higher degrees. The Institute now seeks to make the following appointment at Head of Department Grade V as soon as possible:—

HEAD OF DIVISION OF POST-GRADUATE CERTIFICATE IN EDUCATION STUDIES

The Institute is about to establish a School of Education comprising three Divisions — First Degree, PGCE, and Advanced Courses. The Head of the PGCE Division will be responsible for the development of the Primary, Middle and Secondary courses, and applications will be especially welcome from those whose experience is in Primary or Middle education. There will also be opportunity to teach in some specialist area of Educational studies in undergraduate, PGCE or advanced courses.

Salary: £13,914-£15,462 plus London Allowance £769.

Further particulars and application forms may be obtained from:—
R.A. Fennell, Assistant Secretary,
Roehampton Institute of Higher Education,
Richardson Building, Digby Stuart College,
Roehampton Lane, London SW15 5PH.

Closing date for receipt of applications: 30 April 1981.

THES8

Roehampton Institute — Digby Stuart, Froebel, Southlands, Whitelands

Courses offered by the Roehampton Institute of Higher Education are in combined studies leading to university first and higher degrees.

LII/SL IN MANPOWER STUDIES

to teach undergraduate courses in organisational behaviour and manpower. Applicants should be graduates preferably with a higher degree in a relevant subject area and/or industrial experience.

LII/SL IN BUSINESS ADMINISTRATION

offering the range of business subjects on BEd and PGCE professional studies courses. Applicants should be graduates with an interest in research in the field and have appropriate teaching experience.

LII/SL IN COMMUNICATION STUDIES

this will be a Fixed-Term appointment running to 31 August 1983 to teach communication and office skills on the Diploma of Teaching Business Studies and Instructors courses. Applicants should be graduates with appropriate teaching experience.

Applications are invited for the above posts in the Business Studies Department. Salary: £5462-£12,141 plus London Allowance £769.

Further particulars and application forms may be obtained from R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PH.

Closing date for receipt of applications: 22 April 1981.

THES8

Colleges of Higher Education continued

COUNTY OF AVON
BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for the appointment as

Lecturer Grade II in Mathematics

with effect from 1st September 1981.

Applicants should be well qualified academically and have had good experience of teaching mathematics in schools. Ability to teach courses on computer would be an advantage.

Further particulars may be obtained from the Principal, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath BA2 9BN to whom applications (no forms) with names of three referees, should be submitted by 24th April, 1981.

Salary according to Burnham Scales for Further Education £6,462 to £10,431.

THES6

COUNTY OF AVON
Bath College of Higher Education

Applications are invited for appointment as

HEAD OF A LEARNING RESOURCES UNIT

which is to be set up in September 1981, to combine the present Library and Educaltonal Technology services. Preference will be given to qualified Librarians with experience of this type of unit but other appropriately qualified applicants with good experience will be considered.

Further particulars may be obtained from the Principal, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon, BA2 9BN to whom applications (no forms) with names of three referees, should be submitted by 24th April, 1981.

Salary according to Burnham Scales for Further Education on the Principal Lecturer Scale, viz: £11,298 to £12,591 (bar) to £14,238.

THES8

HAMPSHIRE
EDUCATION COMMITTEE
(Re-advertisement)

SOUTHAMPTON COLLEGE OF HIGHER EDUCATION

PRINCIPAL (Group IX)

Applications are invited for this post which becomes vacant on 1st September 1981, on the retirement of Mr. A. Buckley.

Application forms and further particulars obtainable, on receipt of a foolscap stamped addressed envelope, from:—
The County Education Officer, (Ref: B)
The Castle, Winchester,
Hants. SO23 8UG.

Closing date: 1st May, 1981.

THES8

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY

LECTURER I IN STATISTICS

Required for September 1981 to join the Mathematical Sciences staff. Candidate should possess a good degree with a significant statistical content or equivalent qualifications, ability to teach statistics and preferably in other mathematical science areas, and have consulting, would be an added recommendation.

Salary scale: £6244 – £8658 (subject to confirmation) starting point depending upon qualifications and experience.

Housing and application forms from: CFAT, Department of Staffing, Cambridge (01223) 358271 ext. 185. Forms should be returned by May 1981. HE

WESTHILL COLLEGE
SELLY OAK, BIRMINGHAM, 29

LECTURER II IN MATHEMATICS AND COMPUTER STUDIES

Applications are invited for the post from September 1981.

Candidates should be graduates and preferably have some postgraduate qualification in the computer field. They will be expected to contribute to the teaching of Applied Mathematics (Computer Science) Analysis, Statistics, Operations Research, Systems Analysis and to help develop the Department's computer facilities. Opportunity will be given for research and development.

Salary to be the Principal Scale for teaching this post and the mode of appointment.

Closing date for applications: 1st May 1981. Interviews: Late May. HE

EALING

COLLEGE OF HIGHER EDUCATION

School of Library and Information Studies

Lecturer I (temporary)

Required to teach modern methods of cataloguing, classification and information retrieval for one year, September 1981 – August 1982 only.

Salary: £5442 – £8814 per annum (inclusive of London Weighting increase pending).

Application form and further details from The Chief Administrative Officer, TD/UC, Ealing College of Higher Education, St Mary's Road, London W5 5RF.

Closing date 8th May, 1981. HE

WINCHESTER

KING ALFRED'S COLLEGE

LECTURESHIP IN DRAMA

Applications for the above post are invited from those with academic and practical interests in the field of Theatre and/or Television Studies with a special interest in one or more of the following:

Medieval and Tudor Drama
Nineteenth Century British and European Drama.
Recent British Theatre and Television Drama.

The successful applicant will contribute to the Drama component in the College's B.A. (Honours) C.N.A.A. degrees.

Salary will be according to qualifications and experience, within the range £6,462 – £12,141.

The appointment will take effect from 1st September, 1981.

Further details may be obtained from the Principal, King Alfred's College, Winchester, SO22 4NR.

Closing date for applications is 21st April, 1981. HE

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

LECTURER IN COMPUTING

Applications are invited from qualified graduates, with appropriate experience in schools for appointment from 1st September, 1981 to the post of Lecturer II/Senior Lecturer in Computing, in addition to help with in-service courses in the use of micro-computers in schools, and also to give guidance with physics in the BA, BEd. and PGCE courses

Further details and application form may be obtained from: The Principal, St Martin's College, Lancaster, LA1 3JD. Completed forms should be returned by April 24, 1981. HE

WEST SUSSEX

SENIOR LECTURER IN FASHION DESIGN

WEST SUSSEX COLLEGE OF DESIGN,
Union Place, Worthing

Required September. Applications are invited from suitably qualified and experienced practitioners to be responsible for the College's Staff Tr. Advanced Advanced College Diploma Courses in Fashion Design.

Salary within the structured scale for Senior Lecturers £6824 to £12041AT. Application forms and details from the Principal (S.a.s.e.). (Closing date 1st May. HE

Colleges of Further Education

LOUGHBOROUGH
COLLEGE OF ART & DESIGN

Faculty of Fine Art

LECTURER GRADE II

required to teach SCULPTURE to BA (Hons) degree course students from all year groups and in base tutorial responsibility based on specialization and shared interests.

Candidates should be practising artists and should possess a good coverage of techniques and a sympathetic understanding of the broad range of approaches encountered in the studios.

Written applications (no forms) giving age and full details of training, qualifications and experience, together with the names and addresses of two referees, to the Principal, College of Art & Design, Radmoor, Loughborough, Leics., not later than 30 April 1981. HE

WEST SUSSEX

INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Otter College, Chichester, and Brighton Polytechnic)

LECTURER II/SENIOR LECTURER IN MATHEMATICS

Required for 1st September, 1981.

Applications are invited from qualified teachers with recent experience of primary school teaching, in-service work and leadership of colleagues. The successful applicant will work in a team of 8 tutors concerned with initial and in-service training in mathematics.

Further details and application forms from The Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex. (Tel: 0243 865581).

The closing date will be two weeks from the appearance of this advertisement. HE

Colleges of Art

ilea colleges

Camberwell School of Art and Crafts
Peckham Road, London SE5 8UF

PRINCIPAL LECTURER IN SCIENCE

The School seeks to appoint, from 1 September 1981, a suitably qualified Scientist (s) to take charge of the Science Section of Art History and Conservation and to teach the students within it; and (b) to research into materials and methods used throughout the School, especially in Fine Art, Textiles, Ceramics and Silversmithing/Metalwork, and to teach occasionally in these areas.

The person appointed will, in particular, be expected to review the develop current approaches to the analysis and conservation of works on paper.

Salary p.a.: within the scale £10,509-£13,245 plus £769 Inner London Allowance (subject to formal approval).

Application forms to be returned within 14 days of this advertisement and other details are available from the Senior Administrative Officer at the School. THES8

Administration

pcl The Polytechnic of Central London — **Academic Registrar** *(Re-advertisement)*

Applications are invited from candidates who have appropriate academic and administrative experience, preferably in the field of Higher Education, and who are keen to make a major contribution to the development of the Polytechnic during the next five years of significant change.

The appointment is offered on a permanent tenured basis, but applications from candidates who are interested in a fixed term appointment may be considered.

Salary: Under negotiation, but not less than £12,861 p.a. inclusive of London Allowance.

Application forms and further particulars from: Establishment Office, PCL, 309 Regent Street, London W1R 8AL. Tel: 01 580 2020 ext. 212. Closing date: Friday 8th May 1981. THES11

DURHAM
UNIVERSITY OF
BURSAR OF UNIVERSITY COLLEGE

Applications are invited for the Bursarship of Bursar of University College, the appointment to be taken up during College Vacation 1981. University College has residential accommodation for approximately 350 students (plus those in the foundation of the University). The Bursar will be a member of the Governing Body of the College and of the Senior Common Room.

Applicants, who should have experience of administration, finance and management, should write to the College Secretary, University College, The Castle, Durham DH1 3RW for further particulars. Applications, together with a curriculum vitae and the names of three referees, should be made to the Bursar not later than Friday, 15 May 1981. HE

EXETER
UNIVERSITY OF
TEMPORARILY ADMINISTRATIVE ASSISTANT

Applications are invited for appointment to a post of Administrative Assistant in the Estates Office, ready for 12 months from 1 September 1981.

The remuneration for this post will be within the Scale Administrative Assistant (B 12549–£6725 p.a.), and the successful candidate will work mainly in the section of the office concerned with the Faculty of Education.

Further particulars may be obtained from Mrs Doreen Birch, Northcote House, Queen's Drive, Exeter, EX4 4QJ, to whom applications should be addressed, to reach not later than 12 June 1981. Please quote reference 5881. HE

TRENT POLYTECHNIC
CAREERS ADVISORY SERVICE

ASSISTANT CAREERS ADVISOR

AP5/S01 £6,870-£8,139

Applications are invited from Honours Graduates having further qualifications/experience in vocational guidance, plus some industrial or commercial work experience. Driving licence/car owner an advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham. Closing date 24th April, 1981. THES11

Courses

Diploma in Professional Studies in Education

(Home Economics)

Applications are invited from qualified Primary teachers (in exceptional circumstances Secondary teachers may be considered) for a one year full-time Polytechnic Diploma in Professional Studies. This conversion course will qualify them to teach Home Economics in Secondary Schools, and, in addition to Professional Studies, includes the areas of food, textiles, design, child development and social and management aspects.

To be submitted to the CNAA for September 1981 entry. The course will commence on 28 September 1981.

Further details and application forms from: Site Administrative Officer, Polytechnic of the South Bank, 58 Clapham Common Northside, London SW4 8RZ. Tel: 01-228 2015. Applications should be returned within 14 days.

THES29

POLYTECHNIC OF THE SOUTH BANK

Conferences & Seminars

CALL FOR PAPERS *3rd Annual Conference*

The Assocation of Caribbean Studies
P.O. Box 248231 University of Miami, Coral Gables, Florida 33124

Conference on the Caribbean: Haiti
Theme: The Caribbean in Transition
Date: July 15, 16, 17, 1981
Place: Ibo Lele Hotel, Port-au-Prince, Haiti

Abstracts should be submitted by May 1, 1981. Papers written from an interdisciplinary viewpoint are solicited for the Conference. Topics may include: Caribbean History, Linguistics, Language and Dialects, Trade, Psychology, Music, Anthropology, Sociology, Folk Culture, Religion, Art, Literature, Education and Economics.

Members receive the Association of Caribbean Studies publication, the *Journal of Caribbean Studies* and a newsletter.

Membership Fee: Individual $25.00; Institutional $100.00
Registration Fee: Members $30.00; Non Members $50.00.

Make checks payable to the Association of Caribbean Studies, and include name, address and institutional affiliation to:

Dr. Alan McLeod, Site Coordinator, P.O. Box 248231, Coral Gables, Florida 33124, U.S.A.

THES22

Announcements

Design and Technological Activity in the School Curriculum

The APU is to conduct a national survey to identify how, when and where design and technological competences appear in the average school curriculum throughout the 11-16 age range. Applications are invited from institutions interested in undertaking this work. Proposals outlining the approach to be taken should be submitted by 30 May 1981. Further details may be obtained from Miss L. Hanmer at:—

APU, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-928 9222, extension 2490.

Assessment of Performance Unit

Overseas

Sturt College of Advanced Education

HEAD OF SCHOOL OF TEACHER EDUCATION

Sturt College of Advanced Education is situated 1KM South of Adelaide, South Australia on a campus adjoining the Flinders University and Flinders Medical Centre. The College offers pre-service and post-experience programmes in Teacher Education and the health professions.

RESPONSIBILITIES:
The appointee will be responsible to the Director for the academic leadership of staff and for co-ordination and development of courses within the school of teacher education. The appointee will also work closely with the Deputy Director and the Head of School of Health Professions in providing leadership for the total programme of the College. The appointee will be expected to teach in his/her area of expertise as time permits.

QUALIFICATIONS:
The appointee should possess a higher degree in a field of study related to teacher education and have demonstrated skills in educational programme development, administration and inter-personal relationships.

Preference will be given to applicants who have experience of tertiary and other educational systems in Australia.

The appointment as Head of School will be made initially for five years, but the appointee will be tenured within the College. Salary is currently $A33,631. The appointee will be expected to commence no later than January 1st, 1981.

Applicants should forward a curriculum vitae, a statement concerning the applicant's previous experience, particularly in the areas of teaching and administration, and the names and addresses of three referees. Applications should reach the Director by May 29th, 1981.

Further information may be obtained by writing to the Director, Sturt College of Advanced Education, Sturt Road, Bedford Park, South Australia, 5042. THES12

UNIVERSITETET I TROMSØ

TEMPORARY LECTURESHIP

TEMPORARY LECTURESHIP IN AMERICAN LITERATURE AND AMERICAN/BRITISH CIVILIZATION

A temporary lectureship (2 years from August 1981) in American literature and American/British Civilization is vacant at the University of Tromso, Norway. Applications are invited from scholars in these areas. Three sets of all relevant scholary work should be submitted with the application. Further information may be obtained from:

School of Languages and Literature, University of Tromso, P.O. Box 1090, N-9001 TROMSØ, Norway.

Final application date: May 15th. 1981.

UNIVERSITY OF NATAL
DEPARTMENT OF PSYCHOLOGY DURBAN

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin for appointment to the post of

LECTURER

The post is for a person who preferably:
(i) holds at least a Masters degree (or its equivalent) in Psychology; and
(ii) has had some teaching experience in an institution of higher education.

Applicants with teaching and research interests in any area of Psychology will be considered.

The successful applicant will be required to supervise post-graduate research as well as to undertake undergraduate and postgraduate teaching.

The salary scale attached to the post is:
R9 150 × 600—R13 350 × 750 — R14 850 per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93% of one month's salary is payable subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, King George V Avenue, Durban 4001, with whom applications, on the prescribed form, must be lodged not later than 20th May 1981 quoting the reference Adv. D26/81. THES12

UNIVERSITY OF NATAL
DEPARTMENT OF STATISTICS AND BIOCHEMISTRY PIETERMARITZBURG

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of:

SENIOR LECTURER/ LECTURER

The salary will be in the range:
SENIOR LECTURER:
R12 750 — R17 100 p.a.
LECTURER:
R9 750 — R14 850 p.a.
(Review of salary scales is to take effect from 1st April, 1981).

The commencing salary will be dependent on the qualifications and/or experience of the successful applicant, an annual service bonus equivalent to 93% of one month's salary is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, 3200, South Africa, with whom applications, on the prescribed form, must be lodged not later than 8th May, 1981, quoting reference PMB 18/81. THES10

Holidays and Accommodation

FAMILIES in USA, France and Italy want au pairs home with British families. Tel: 0242 580807. May 1123

General Vacancies

A multi-national group of publishers is planning a project concerning technical literature for engineers.

Technical Authors
of all disciplines are required to produce material which will help Technician Engineers seeking information about disciplines other than their own.

An Art Editor
who should have had practical experience in illustrating, picture research and book layout, is required to be responsible for illustrations and layout. Salary is negotiable on a fixed term contract basis.

Fees are negotiable on a contract basis for specific tasks.

For further information, write to us giving details of your experience, qualifications and availability.

HKJ Educational Services Ltd
33 MARKET PLACE, DEREHAM, NORFOLK NR19 2AP

Research

COVENTRY (LANCHESTER) POLYTECHNIC
DEPARTMENT OF CIVIL ENGINEERING AND BUILDING
RESEARCH ASSISTANT
£4883 – £6165 per annum (under review)

An initial two year appointment for an SRC funded project on energy consumption in industrial buildings. Sound knowledge of heat transfer and computing plus a good honours degree in applied mathematics, physics, engineering or a related discipline. Applicants may telephone Dr. J. R. Waters for an informal discussion on Coventry 84166 Ext. 346.

Details from Assistant Personnel Officer, Coventry (Lanchester) Polytechnic, Priory Street, Coventry (enclose a s/ed addressed envelope). Closing date Friday 1st May 1981. R 10

CENTRAL LONDON POLYTECHNIC OF
Built Environment Research Group
SOLAR ENERGY RESEARCH
Two posts are available:
1. RESEARCH ASSOCIATE
to monitor modifications to the PCL Solar House at Milton Keynes.
Applications should be physicists or engineers preferably with a working knowledge of computer based data analysis. The appointment will be for 18 months.
Salary: £6,959 p.a.
2. RESEARCH ASSISTANT
to help in an area survey of attitudes to domestic heating bills, conservation measures and solar energy installations.
Applicants should be social scientists with an interest in attitude formation and change. The appointment will be for two years with the possibility of an extension for one year. Opportunities exist to pursue a higher degree.
Salary: £4,487 – £4,879. Application forms and details available from: The Establishment Office, Polytechnic of Central London, 309 Regent Street, London W1. Tel: 01-580 3060. Ext. 212. Closing date: 24 April, 1981. H10

DURHAM
UNIVERSITY OF
DEPARTMENT OF PSYCHOLOGY
Applications are invited for a RESEARCH ASSISTANTSHIP for two years from July 1981, for work with Dr. J. Stevenson on an SSRC – funded project on reference system development. Applicants should have a degree in psychology and an interest in conducting experiments on human. Some knowledge of computing would be an advantage.
Initial salary in the range £5285 – £6810 on Range 1A plus superannuation.
Applications (3 copies) naming three referees should be sent to the Registrar and Secretary, Science Laboratories, South Road, Durham DH1 3LE quoted 8 May 1981. H10

Fellows continued

SHEFFIELD THE UNIVERSITY OF
DEPARTMENT OF ZOOLOGY
N.E.R.C. RESEARCH STUDENTSHIP
Applications are invited for a research studentship leading to the degree of Ph.D. The research programme is entitled "Environmental cues and their influence upon the feeding and reproductive behaviour of rotifers".
Applications with the names of two referees and curriculum vitae should be sent by 1 May 1981 to Dr. J. Ahlquist, The Department of Zoology, The University, Sheffield S10 2TN (tele. no. 0742 768555). H10

Union view

Mrs Thatcher chopping and changing

When talk of cuts in Universities extends beyond the senior common room cosiness of *The Times Higher Education Supplement* and appears in the dailies and Sundays you know it's serious stuff. The latest newspeak has brought phrases such as "equality of misery", and "security of tenure" into the saloon bars possibly even into public bars where not a word of Latin is spoken.

This Government is confident that it can play on the innate unpopularity of the university system – cushioned, non-productive, arrogant, they will say – to decimate higher education, and the funeral service for Robbins took place with indecent haste in the Commons last month. In the Lords anti-Robbins vice chancellors and others were saying, "Give me chastity and continency, but do not give it yet. We need at least five years."

The myth is that this Government has a certain philosophy, which it is pursuing with vigour and which one is supposed to respect even if one opposes it. It is not true. The fact is the party in power has changed its policy on higher education several times. Margaret Thatcher, as Education Secretary, produced a White Paper *A Framework for Expansion* in 1972 calling for an expansion of higher education from the 14 per cent of 18-year-olds participating to 22 per cent of the age group by 1981. As Prime Minister she has succeeded in cutting it back to about 12 per cent. Mark Carlisle then announced that "level funding" was the order of the day. Now the official Government figure is a cut in real terms of eight per cent over three years or 15–20 per cent according to the university grants committee or individual vice chancellors. Now ministers are making a virtue out of their own perception of necessity by calling for radical rethought for higher education in this country.

The trade side of the central council for non-teaching staffs (UCNS) visited Dr Rhodes Boyson on March 31 to remind him of the existence of more than 70,000 non-teaching staff in universities, of their relatively low earnings, poor pension schemes and insecure status. We argued that the cuts were politically wrong and economically unnecessary and deplored his Government's attack on living standards both of the non-teaching staff in universities, who had been hit by particularly low pay settlements and by the Budget and of the parents whose children might now be deprived of a university place.

nalgo

In our view his advocation of radical rethinking was merely a justification for returning to the pre-Robbins days and his call, in a recent *Guardian* article, for a national body on the maintained side was extraordinary as his Government have been in power for two years with no sign of any positive action – unless leakages are now to be counted as action. We tentatively mentioned the fact that, on the previous day, 364 university economists had dared to say that the Government's policies would deepen the depression and erode the industrial base of our economy and threaten its social and political stability, and we asked if they would head the hit list of 7,000 job losses in universities.

The unrepentant retort was that economists had a very poor record and one should not take nay notice of the signatories. Perhaps this also applies to the record of Governments in office? It is fair to say that the trade unions representing non-teaching staff did not feel that there had been a meeting of minds with the minister.

Moving on to projected job losses, reading in the newspapers about the chairman of the UGC's announcement of 7,000 cuts in jobs is a bit like the condemned man reading about the date of his execution. The non-teaching staff Unions had met the UGC the week before and, while there was certainly talk of redundancies (which we opposed out-right) no figures were mentioned. Substantial cuts have already been made in non-teaching staff jobs by early retirements, reducing full-time posts to part-time, by cutting the hours of part-timers or, most insidious of all, by the non-filling of vacant posts and redeployment.

If members of the non-teaching staff take on extra work because of unfilled vacancies they are accepting a worsening of their conditions of service and increased stress and pressure. It is not an easy step for union members to refuse to perform extra duties left by unfilled vacancies, particularly when the refusal will cause some hardship to students and academics. But the universities' best interests will be served by winning the battle against the cuts and not by an overstretched, under-financed service. The only security of tenure which the non-teaching staff have lies in their collective strength. Where they are weak and non-unionised they will be most vulnerable. This Government will find all the unions on campus, Nalgo, NUPE, ASTMS, AUT, G & MWU, T & GWU, UCATT and NUS, united against their policy. If we are divided the cuts will rule.

Rita Donaghy

The author is chairman of the trade union side universities committee for non-teaching staffs (UCNS) and chairman of the Nalgo national universities committee.

When quality runs out of control

"When we set up this production line", the managing director said, "we're determined to have a really high quality product. We got in some good machinery – very sophisticated indeed, actually – and we employed a top class designer: expensive but worth it. You see, the thing that was impressed on us by the consultants who did our preliminary studies, was the importance of having high standards; nothing second-rate for us. Come over here to the final inspection division."

I followed the MD, to where a group of men stood watching the cars as they rolled off the end of the production line. Each man brandished a large rubber stamp saying "SSA9", and while I looked on, one of them walked up to a car just coming into the inspection bay, gave it a cursory glance, and banged his rubber stamp firmly on to the roof. A slight dent appeared, and he waved to the others to take the car away.

"Passed", he cried, and the supervisor ticked off another unit of production. I was rather surprised, as the car had only two wheels, but before I could mention the matter, another car took its place in the bay. This had no steering wheel, and the headlights were attached to the rear bumper. Bang went the stamp, "passed" called the inspector and the car was taken away.

And so it went on. Some cars had three wheels but no bonnet, some had no doors and some had no seats. I stood there for a while, and saw only one car that appeared to be complete as it came into the bay. A great hubbub ensued. "Passed with distinction", called the inspector. A special rubber stamp was produced, banged down with great fervour, and with a somewhat larger dent in its roof then usual the car was driven off. But all the cars, whatever their state, were passed. Except one. It came in without a room at all, and since there was nowhere to put the rubber stamp, it was towed over to a refuse heap.

We took a few steps away from the inspection. "Well, what do you think of that?" asked the MD. I tried, as gently as I could, to find out why his inspectors passed cars that were so obviously defective. "You must realize", he replied, "that this is a very high class car, and extremely difficult to make. Our operatives have had some training of course, but I do admit that sometimes they make mistakes. Moreover, we have to push the production line along quite fast, or we'd never achieve the output required to give a fair rate of return on our capital investment.

"Then again, we've had problems over the maintenance of the machinery, and it doesn't always work as it should. So we get these cars that are not quite perfect, and rather than having to scrap them and waste all the time spent on their manufacture we decided we would pass them, provided they were more or less all right."

"But . . . ."

"Yes, I was a bit surprised myself. I haven't been along to the inspection bay recently, and certainly some of them appear to have rather a lot of bits missing. Inspector! Come over here. . . . It seems we had a blitz on quality control recently, and a directive was issued saying that a considerably higher pass rate should be achieved this quater. The inspector tells me that more than 90 per cent of cars now pass, and he is very pleased."

"Wouldn't it be better," I suggested, "to make a very much simpler car. You could then hope to produce most of them perfectly so that they could actually be put to good use. They wouldn't be as fast, nor as luxurious, not have quite so many gadgets, as the design you now have – but they would at least go along."

The MD was affronted. "Just because we are struggling to develop our car industry doesn't mean we have to be content with an inferior product," he said. "We want our cars to be as good as any in the world, and we're not going to reduce the standard of our design."

"Yes," I said, mopping my brow – for I was beginning to feel a little feverish – "but what happens, now, to all these cars that you are passing out from the factory, that are clearly so defective that they are absolutely useless as motor vehicles?"

"You'd be surprised," said the MD. "Our people are very inventive. Some of them are used as farm carts, some as chicken runs, some for emergency lighting, some as corn grinders. Most of them are put to good use, I assure you."

"Tell me," I said, "what is your unit production cost?"

"I think," said the MD, rather hurriedly, "That there's just time for a quick cup of tea in my office, before your next appointment."

David A. Latter

The author is representative of the British Council in Pakistan.

Don's diary

Sunday

Lunch with the resident staff. Our weekly appearance as a Happy Family to discuss such vital issues as cutback of Variegated Ivy, pending retirement party of Bill the adviser (Is cheese *and* wine financially possible?) and certain long-term psychological damage incurred this morning during daughter's first driving lesson. After lunch uncaring daughter suggests she drives us down to foreshore to watch students standing in the North Sea. This is, in fact, a sponsored stand-in, an annual event – this year to raise money for handicapped children. Possibly today is the coldest day of the winter yet; there's sleet on the windscreen, tears in my eyes . . . You've got to take your hat off to these youngsters, if emphatically *not*, as they've been known to suggest, your shoes and socks. It's Rag Week!

Monday

Take Gulbenkian Foundation man into local primary school to see TIE team giving its 42nd performance in four weeks. Mr Gulbenkian seems to share my own reservations about choice of material. (I find myself idly recalling those invariable PE lessons when at the sound of a whistle everyone changes groups. Hope Mr G is not having similar thoughts and that these will not in any way affect his judgement when we come to discuss the funding of next stage of project). Our three year drama fellowship shared jointly with Alan Ayckbourn and his company has paved the way for a permanent TIE team based in college, using actors from down the road at the Stephen Joseph theatre-in-the-round. Exciting! The real problem will come later persuading the county to match the Gulbenkian Foundation's contribution to the cost. Should make progress on this one, though, DV Advisers and teachers are keen.

Driving back across the moors with Mr G, I make a mental note that I *must* get out into schools more often. One needs to be reminded of what the game's all about . . .

Tuesday

A long day ahead. My diary this morning looks like a dentist's appointment book. 9.00 a.m. The group marketing manager of local printing firm to discuss new improved prospectus. 10.00 a.m. – Natthe reunion facilities. Explain that to release student bedroom for union office would mean loss of £1000 p.a. income to college. Wait for numbness to take effect. 10.30 a.m. squeeze in student bar manager desperate to explain latest idiosyncracies of decrepit till. Agree it will have to come out. 11.00 a.m. – Coffee with head of sixth form college – sixth-formers making a film of their own establishment using our resources. Happy relationships exist. Explain own daughter now in hands of experienced driving instructor – may she miss registration on Fridays? 12.00 noon – domestic bursar brings shade cards and I clear ivory-pearl and gold-crown for single study bedrooms. 12.30 p.m. – My deputy knocks and wonders if we shouldn't be thinking seriously about Thursday's governors' meeting . . .

Tonight we have a sherry party for university examiners, teacher assessors, TP students and their tutors. Basically this is an ice-breaking exercise; something we tried several years ago and have found to be of great value. Tomorrow's encounters in the classroom will be much more relaxed after this evening's friendly exchanges. I make a dramatic late entrance to this soiree, having discovered a car in the rose-bed on the way up the college drive, and quickly drawn a small crowd.

One of my geographers, who is really a motor-mechanic, soon has a lifting-operation organised, and my dishevelled appearance at the party, I hope, simply adds to the informality of the occasion. No hope of relaxing yet though, for there is one more meeting still to go. The name of the county architect appears in my late-night diary – against which are written the words; "Underneath the Lamplight". This refers to our promised walk around the college grounds and the darkness thereof, bearing in mind the recent activities of the Yorkshire Ripper, our own Scarborough Rapist, and from tonight, the unfortunate motorist who was unable to see that our rose-bed is at least three feet below drive-level. We are to have more external lighting.

Wednesday

Start thinking seriously about tomorrow's governors' meeting. . . . could be tricky. Estimates? Approval for four new appointments? Students' union grant? *And* on everyone's mind this morning will be the government's proposals for the management and control of higher education. Over in college I have two hours to look through all the papers for a last time. Two hours pass like one and now I've only seconds to reach the main lounge in time to greet the governors as they arrive. And, as it turns out, the county educationofficer . . . and the chairman of county council . . . and the chairman of the education committee. . .

Thursday

Wake at 5.30 a.m. thinking seriously about governors' meeting . . . could be tricky. Estimates? Approval for four new appointments? Students' union grant? *And* on everyone's mind this morning will be the government's proposals for the management and control of higher education. Over in college I have two hours to look through all the papers for a last time. Two hours pass like one and now I've only seconds to reach the main lounge in time to greet the governors as they arrive. And, as it turns out, the county educationofficer . . . and the chairman of county council . . . and the chairman of the education committee. . .

Friday

A slow start after yesterday. Stay at home with second pot of coffee to reflect on yesterday's meeting. Estimates approved, student union grant increased, but more detailed papers required on staffing. Interesting discussion on government's proposal for central body. No doubt about this authority's support for its college but not yet convinced myself that local community involvement is synonymous with the need for local financial control. Ah well . . . sufficient unto the week. I look in my diary to see what's left for Friday and find, in my wife's handwriting "Swimming pool's freezing" "That's Mrs Dixon from the golf club," she says, "Told me in Tesco's that she dived in as normal on Monday evening and nearly had a heart attack; would I mention it to you." Better look into that one. Our students have free membership of the nearby gold club; a give-and-take relationship built up by degrees and not to be jeopardized for the want of a few of the same. Only one commitment this PM. Staff-student Superstars! – the last of the rag week specials; myself as target-golf star. 'Don't forget tonight!' calls my wife, and I almost had. I'm to chair a debate in the public library between Mgr Bruce Kent, secretary of CND and our local MP - "Are Britain's nuclear weapons necessary?' Now that should be fun! And tomorrow there's real golf, fresh air and a sleep after lunch. Consider the possibility of three-point turns on the college car park . . .

Francis Wright

The author is principal of North Riding College of Education.

Laurie Taylor

Oh God, do you remember the old days? Those wonderful sun-kissed halcyon days when the earth smelt good and a thousand cultivated flower beds bloomed on every campus.

Those happy, confident days when Rhodes Boyson was merely an ex-headmaster with a blunt Yorkshire accent who occasionally appeared on regional television to denounce the influence of Trotskyists on comprehensive education. (What did we call him as we giggled over our coffees and penguins in the S.C.R.? Ah, yes – Bodes Poison.)

Carefree fanciful days when the name Mark Carlisle suggested not so much a Minister of Education as a folk singer from the Border country. (And now with *Ye banks and braes* it's your friend and mine – clean-cut Mark Carlisle.)

Remember, oh remember, when some colleagues were still uncertain about exactly what U.G.C. stood for, let alone what it did, and who could no more have named its chairman than listed the members of the faculty who were approaching retirement age.

Golden days when redundancy was little more than an overworked concept in information theory, and no journalist on *the Guardian* would have had the temerity even to raise the question of tenure, let alone compare the occuptional exigencies of academic life with those which obtained in British Leyland or the Metal Box Company.

* * *

Vice Chancellor?
Yes, Professor Leggett.
Sir, – I wondered if there would be any possibility of opening an Institute of Conflict Studies. I was reading an article in New Society the other day, and it seemed like an interesting area.
Splendid, Professor Leggett. Why not take the site next to the History Department? And perhaps half a dozen staff to get you going?
Excellent.
Vice Chancellor?
Yes, Dr. Pockett'.
Could I propose a few people in my department for promotion, sir? I was thinking of three senior lecturers and the personal chair or two.
An admirable suggestion, Dr Pockett. Have any of these people published?
Not yet, sir, but one or two of them have some outline plans for research in the next few years.
What more could one ask? One can in any case hardly blame them for a certain lack of commitment to research.
You are, I understand, still operating with a one to four staff-student ratio.
Yes, Professor Ironside?
I was wondering about another couple of secretaries in history, sir.
Wonder no longer, Professor Ironside: **Take three.**

* * *

Crisp winter days when a frozen post was an impediment to skating; gusty spring mornings when we happily allowed the front pages of The *THES* to flutter by and turned excitedly to the book reviews; cloudless summer afternoons when it was clear to everyone that the value of an overseas student to the university was something less definable than £2,700 per annum; balmy autumn evenings when the mellow fruitfulness of retirement was a languid possibility in the misty distance rather than a duplicated tear-off form in the in-tray.

* * *

Tell me, daddy. Will the good days ever come back? Have they gone for ever?
Don't chatter so much, my son. Call your mother in from the potato patch, bolt the door, and throw another review copy on the fire. Somehow it seems to be getting colder all the time.

LETTERS TO THE EDITOR

How to cater for the country's future

Sir, – The future for higher education is uncertain. It is most unlikely that output from higher education will be sufficient to meet the nation's needs as we move into the 21st century, and it is not clear that necessary standards can be maintained. In the public sector the structures and relationships that have sustained a rapid, purposive and commendable growth are under attack and are in danger of disintegrating. It is not our intention to add either to prophets of gloom or to orchestrated special pleading. We are moved to say two things.

First, that higher education should clearly and evidently demonstrate a priority commitment to the rehabilitation and the regeneration of the economy of this country. We are a tired, rundown and depressingly complacent nation. Higher education cannot, of itself, provide remedies to cure these ills. But what can be done by those in higher education is to seek to resource to establish a much more effective and closer gearing of the use of an expensive revitalise the economy and to maintain a momentum of necessary change. There is too much of discontinuity between the higher education resource, with all its intellectual power, its human potential, its scientific, technological and social capital, and the rest of society.

Secondly, we believe that what has been good and sensible and effective in the local government-higher education relationship should be built upon and adapted to meet the future needs of the nation. Some relationships have become soured as a result of constraints or unwise extensions of unwieldy management structures in local government or because of obvious and sometimes deplorable strivings for power. But the core of the local government-higher education relationship remains sound and offers the best hope of a politically and socially viable system for the future.

We are convinced that if the first of our concerns is to be satisfied then major efforts must be directed towards strengthening the local government-higher education relationship. It is our view that national institutions in the public sector will best fulfil their vitally necessary role by a development of the best traditions and practices of the local government setting. It is matter for great regret that there is at the moment no satisfactory national forum in which the various responsible parties can be brought together to work towards solutions to the undoubtedly urgent problems that face us. The Government could give a most valuable and timely lead by establishing such a forum.

Meanwhile, however, time is running out amidst faction. What is good and tried in the present system is in danger of being lost. That loss would be a tragedy not only for the polytechnics and colleges but also for local government and the ideals of public education in the service of the nation.

MICHAEL HARRISON,
Chief Education Officer, City of Sheffield.
GEORGE TOLLEY,
Principal, Sheffield City Polytechnic.

Teacher's Degree

Sir, – As you noted last week, the committee for education of this council is in the process of setting up a small working party to take stock of the B Ed degree. Without prejudice to the findings of what will have to be a fairly restricted inquiry, one or two points may be relevant. The history of this teacher's degree is already complex: an academic top-up, an award for serving teachers, a concurrent initial qualification and a second, specialist degree are separate strands in its diverse development.

One mark of its success has been to facilitate the transition to an graduate teaching position. However, the B Ed is seen by students, increasingly and perforce, as a preparation for careers other than teaching. Aware of this interplay the working party is unlikely to approach its task *parti pris*. University members have been invited to take part, as is usual in council. Moreover, the joint study groups which were set up eight years ago to write guidelines for the Diploma of Higher Education and the new B Ed degree remain unique initiatives in collaboration across the binary line, and we should not wish to lose this connextion.

Yours faithfully,
A. G. NOKES,
Registrar for education and interfaculty studies, Council for National Academic Awards, Gray's Inn Road, London WC1.

Mistaken identity

Sir, – Dr. Ernest Rudd apparently assumes that the letter which you published from this address over three signatures must have come from members of staff. This is not the case. We identified ourselves as postgraduate students. (No doubt considerations of economy prevented you from publishing this identification.)

The result of your economy has been extremely revealing. We know that Dr. Rudd is a leading authority on postgraduate training and research. Yet he imagines that it must have been written by academics and not by the poor exploited students who would want a salary for doing such cost-effective work. What a pity that the economic and social history committee of the S.S.R.C. cannot find enough money to visit this centre and discover the conditions of its success before closing it down.

Finally, we must make it clear that the initiative in writing to you was taken by us alone. Had we consulted the director first a minor error in the statistical detail would have been corrected.

Yours faithfully,
W. LANCASTER
J. RECCHIUTI
Centre for the Study of Social History, University of Warwick.

Sir, – Ernest Rudd has got hold of the wrong end of the stick. The letter to which he refers was published by you on February 27. It was written by three students, acting entirely on their own initiative, and not by members of staff. So much for the unfortunate suggestion that academics want more research studentships for the purposes of exploitation while students care for nothing but more money in their own pockets.

On July 15, 1978 Dr Rudd received a grant from the S.S.R.C. to investigate wastage among graduate students. Evidently this led to some harrowing experience. If he cares to visit us here we will do what we can to cheer him up. I will then try to persuade him that if the young need defending it is not against staff who entice them with research studentships, but rather against those academics who deprive them of such opportunities in the interests of funding their own research.

Yours sincerely,
ROYDEN HARRISON
Director, Centre for the Study of Social History, University of Warwick.

Making a case for equal pay

Sir, – In recent months the editorial column of *The THES* seems to have become a source of free propaganda for the AUT over salary matters (e.g. November 14, 1980 and December 12, 1980). Yet again, today's issue (March 27) seeks to perpetuate myths about the level of university salaries in comparison with those in other sectors of higher education. In reality, the only "intractable anomaly" which currently exists is one which gives university academics, at almost every level, substantially higher salaries than those employed in similar capacities in public sector colleges and polytechnics.

I would certainly not risk to claim that salaries in these colleges should be higher than those in universities, as was the case, quite unjustly, for some time after Houghton. I would, however, assert that there is a clear case for equal salary levels for equivalent work – a principle advocated by the Houghton Report.

University lecturers, unfortunately, seem to base their pay claims upon a belief in some kind of natural right to higher salaries than those in other sectors of education. Speaking of their current pay award at the AUT council in December, a senior member stated, "It would cut our lead over the polytechnic lecturers by more than half." (*THES*, December 26). Your ill-chosen ironic comment, "We are all, it seems, teachers now" appears to sum up your desire to support the AUT attitudes shown above. Yes, indeed we are, and the AUT does include the word teachers in its title.

If comparisons are to be made with the Civil Service, a more fruitful means of supporting the case for better pay in universities, the comparisons are equally valid for those with similar academic backgrounds and levels of responsibility elsewhere in education – including many in schools.

The part of your editorial contains a much more constructive approach and hardly follows logically from your earlier attempts to differentiate between universities and the rest over salary matters. Let us indeed hope that the establishment of a common starting date for pay settlements in education in 1982 leads to cooperation between Naffhe and the AUT, to further erosion of the binary divide and to a single set of salaries for those working in higher education. I heartily endorse your plea for unity among those working in the education service. Such unity could be vital to the defence of adequate funding as well as reasonable salary levels. It is a pity that your editorial began with comments about university pay that can only foster division and rivalry.

R. E. HUMPHREYS
Thames Polytechnic, Dartford, Kent.

Sir, – That university teachers have been badly treated nobody would dispute. One, therefore, cannot quarrel with the opening paragraph of your leader *Salary strategy for the 1980s* (*THES*, March 27). It is necessary, however, to query what follows and, in particular, your attempt to create the myth of a new anomaly between the salaries of polytechnic teachers and university teachers. A careful analysis of the situation by David Jobbins (*THES*, December 26) revealed the true facts very clearly; a letter from a Mr Fox (*THES*, November 28) noted that, at that time, all points on all polytechnic scales were lower than the equivalent university scales even before the October review.

Since you have published the respective salaries effective from April 1 fairly recently, I will not repeat them here. It is easy to show from them that the polytechnic lecturer on the career scale is about 13½ per cent worse off than his opposite number in the university. For the senior grade this short-fall rises to nearly 17 per cent and, remember, there is only about half the chance that the university person has for the polytechnic teacher actually to be in this position. If an anomaly does exist it is the one pointed out by David Jobbins – that, apart from a comparatively brief period in the mid-1970s, the principle of broad comparability between the two sectors has been ignored, to the detriment of polytechnic salaries.

This leads to the point raised in your final paragraph. You suggest that there is to be a much closer link in the future between the salary negotiations for university and polytechnic teachers. In fact a similar proposal was made by the management side of the Burnham F.E. Committee about 10 years ago; it was the refusal of the staff side to accept this that was one of the principal causes of the formation of the A.P.T.

Yours faithfully,
J. A. SIMMONS
Chairman, A.P.T. Salaries Panel, Southsea, Hants.

Foreigners

Sir, – There seems to have been a further tightening up of the procedure for granting work permits to foreign-born scholars in the last 12 months. An increasing number of cases have come to our attention where qualified academic individuals have been unable to take up posts for which they were selected in open competition because of the need to prove that no one British could have done that job.

This sort of petty interference leads to inconvenience or encourages outright dishonesty whereby universities are forced to say X is unique and there is no one else like him. CAPD is anxious to find out the extent to which university and polytechnic departments as well as departments in further and higher education have encountered difficulties in recruiting foreign academics. We would welcome any information sent to us and will treat it in confidence.

Yours faithfully,
MEGHNAD DESAI,
Secretary, Council for Academic Freedom and Democracy, c/o London School of Economics, Houghton Street, London WC2A 2AT.

Huddersfield

Sir, – The letter from Mr Blackwood concerning the situation at Huddersfield (*THES*, March 27) requires a response, as it could mislead.

At the meeting of non-teaching staff to which Mr Blackwood refers the rector stated that no dispute between himself personally and Kirklees Council existed, and clarified that this was so now that Sir Frank Layfield had been appointed as mediator between the local authority and the polytechnic.

Clearly if it is necessary to appoint a mediator a dispute exists. In this regard it must be remembered that on January 4, 1980 the resources and planning finance sub-committee of Kirklees Council passed a resolution recommending governors to discipline staff at all levels and sought approval from the DES to take over the running of the polytechnic. This resolution has never been rescinded.

A dispute does exist, but it exists between two organisations. What is to be regretted is that the dispute, perhaps inevitably, has been personalised.

Yours faithfully,
ADAM PLEASANCE,
Hayfield House, Upperthong Lane, Holmfirth, Huddersfield.

Engineering

Sir, – With reference to your editorial on the Finniston Report (March 27), I would like to draw your attention to the need for Sir Keith Joseph to take heed of a wider constituency than that of the self-serving engineering institutions. It is sad that you continue to give support to this discredited report, rather than the needs of the body politic as a whole.

As you report, Sir Alex Smith feels the report was a wasted opportunity. To his points I would add that the Finniston Committee was itself a good example of what is wrong with the engineering institutions – their sole concern with status for themselves.

Yours faithfully,
IAN CLEMENTS,
32, Gander Green Lane, Sutton, Surrey, SM1 2EJ.

Mr Ian Angus

In *The THES* issue of March 27 the last paragraph of a letter from Mr Ian Angus, librarian of King's College, London on the diploma in journalism studies did not appear correctly. It should have read: "Discussions were carried on at least until 1946 between the journalism committee which administered the course, the university and the professions, to make alternative arrangements, but no satisfactory solution was found.

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

TIMES PAST THE TIMES

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London's liberum veto

The University of London is not a happy place. First there was the undignified (and, in our view, unnecessary) contest to find a successor to the Queen Mother as chancellor. Now the university seems to have made almost as undigestible a meal of its search for a successor to Lord Annan as vice chancellor. The fact that details of the *search* were so extensively leaked is some indication of how low morale is even at the highest levels of the university. The job has now been offered to Professor Randolph Quirk who, entirely understandably, is thinking very hard before accepting it. After all, who wants to be a vice chancellor when the prospects for universities are so gloomy — and, in particular, who wants to be vice chancellor of London University which is so rapidly acquiring a perhaps undeserved but nevertheless understandable reputation as the British Leyland of the whole university system?

The bad-tempered manoeuvring over the vice chancellorship and the silly posturing over the chancellorship are both symptoms of a serious institutional illness. If care is not taken, London will become a university held together by a web of bureaucratic mistrust rather than any shared and positive academic ideals. The problems the university faces are particularly difficult to solve, but as it is at present constituted and governed it appears particularly incapable of solving them. Consequently there is now a deep and perhaps unbridgable division within London about the appropriate strategy — reform, rationalisation, retrenchment?

London's problems, of course, are legion. The most recent and the most severe are the result of Government policies, on overseas students' fees and on public expenditure. But while it was inevitable that in both cases London would be hit harder than most other universities (because London has a naturally high proportion of students from overseas, and because as a federal university it includes, again naturally, a considerable number of small specialist institutions which tend to be expensive), both were made more intractable by the nature of London's, perhaps inevitable, response.

In the first case an effective policy of equal misery has prevailed. Some schools (like the LSE) have been very active in recruiting new overseas students, while others (like University College) have made much less effort. Yet the entrepreneurial have not been rewarded; nor the lazy suffered. Instead the former have been penalised and the latter bailed out. All the university as a central authority, has been able to achieve is this profoundly negative redistribution. It has not been able to suggest, yet alone impose, a positive and coherent policy towards overseas students.

London's response to the second problem, the decline in public expenditure, has been no more satisfactory. In effect Lord Ann's strategy has been to appoint two special commissions, Flowers for medical education and Swinnerton Dyer for the rest, presumably on the grounds that university's customary procedures were not up to the job.

It can be argued that medical education was such a special case, and a hard case too, that an extraordinary commissiossion was the only means to provide the impetus for change. But it is difficult to see how the same can be said about the Swinnerton Dyer inquiry. Its identity as a special commission has been thrown into even sharper relief because its chairman is the vice chancellor of another university; yet the justification for such extraordinary measures is much less than in the special case of medical education.

The disadvantages of special commissions like Flowers and Swinnerton Dyer are that they have a natural tendency to produce master plans even when the production of such plans is not only not advisable but actually counterproductive, and that by their extraordinary nature they absolve those customarily involved in university government from taking positive responsibility for change.

Against such an unpromising background the search for a new vice chancellor had to proceed. Broadly there seem to have been three factions (not an inappropriate description): the root-and-branch rationaliser who wanted a Michael Edwards or Ian McGregor, the constructionist constitutionalists who really wanted no one, and a centre party of those who distrusted both those who were enthusiastic about special commissions that overrode customary procedures and those who argued that the university did not really need an executive vice chancellor at all.

However, the successful appointment of a new and distinguished vice chancellor will not suppress the growing doubts about whether London university even after, or perhaps because of, the Murray reforms is still a viable institution. There have always been those who have said that £200m is too much money for the UGC to hand over to a single university, that far too much of the time of far too many academics is taken up by and in the Senate House machine, or that small and uneconomic units have been allowed to survive in London because of its size so demonstrating the principle of descconomy of scale. Such voices are much stronger than they were a few years ago.

Indeed, if London cannot settle its own priorities and rationalise its present provision in a sensible and consensual manner like most other universities but has to resort to special commissions and surrogate UGSs, it must be asked why the job should not be given to the real UGC. It would have greater legitimacy and perhaps be better at it. There is the precedent of the University of Wales where each of the constituent colleges receives its grant directly from UGC (as does Imperial College withing London). The wholesale and urgent rationalisation of smaller schools and institutes that such a change would impose might even be welcomed by some. The time or justification for such a radical change of policy has not yet come, but the more the university comes to resemble eighteenth century Poland (a better analogy than twentieth century British Leyland), the stronger will be the pressure to impose the same solution – partition.

Publish and be damned

Two months have passed since the Government's plan to nationalize public sector higher education were leaked in *The THES*. So far the only response from the Department of Education and Science has been a prim silence.

Mr Carlisle's dilemma is a real one for he is under pressure from many sides. Parliament is impatient for a reply to its Select Committee report on higher education published six months ago. Local Government is striving to prevent the Government from committing itself to nationalization until it has considered the alternative approach devised by the Council of Local Education Authorities. Some of the DES's officials, conscious how few months are left before all initiatives are frozen by the prospect of the General Election, are pressing Mr Carlisle to publish his proposals and formally open the debate which has been raging informally for two months.

Mr Carlisle would be wise to follow the latter course. This is not because of the merits of his proposals but because even greater damage will be caused by continued vacillation. The DES may regret the leak but can neither pretend it never happened nor ignore its consequences, one of which has been to create a climate of suspicion in which the main parts of the system have been set against each other.

There is already evidence that the contending interests are moving with dangerous haste either to fend off or exploit the DES proposals. After their great sulk, the local authorities have cobbled up a plan of their own to reform the management of higher education. The polytechnic directors, meeting this week, will doubtless look for ways to throw open the gates to independence now that they appear to be unlocked. The Stepher Jones group, which was finalizing plans for a more sensitive regime under the capped pool, finds itself in a policy vacuum. And there is even the danger that some colleges will start to shed useful non-advanced courses to qualify for entry to the proposed national body.

The Government must break this impasse by publishing its proposals. Having incurred all the odium caused by the leaked document Mr Carlisle had little to lose, and may even profit from producing an appropriately sanitized version as a consultative document.

At the end of the day, of course, Mr Carlisle's proposals may not prevail. *The THES* hopes that he will be persuaded by public debate to adopt a more flexible and developed solution to the problems of the public sector. But the important thing is to have the debate. Government by leaks and whispers is no mushstitute for open and reasoned discussion.

The future of biotechnology

This week's staging of the Second European Congress of Biotechnology in Eastbourne represents another step in the establishment of a science which promises to be "of key importance to the world economy in the next century," as Dr Alfred Spinks stated in his report to Government on the subject. And there would be few at the congress who would disagree that for all their importance in aiding the cross-fertilization and exchange of ideas, such conferences have little function if they operate purely in an academic vacuum.

In the case of biotechnology – the use of biological organisms in manufacturing and service industries – this is scarcely likely; given the rich pickings it offers to firms willing to tackle the research and development problems involved. Nevertheless, it would be foolish to be complacent, given Britain's late start in developing a biological industry and in view of the Government's flat refusal – as outlined in its recent White Paper on biotechnology – to implement any of the Spinks report proposals for introducing new public funding and control to the science.

It is scarcely surprising that there should firm rejection of the recommendation to establish 20 new teaching posts and boost equipment spending by £2m. But by committing itself to the belief that the "private sector offers the best prospect of building a vigorous efficient industry", yet refusing any aid for small entrepreneurial firms, the Government is relying purely on big industry to promote biotechnology.

This policy has implications for university and polytechnic research teams. While it is obviously desirable that they maintain strong industrial links and aims, too much reliance on industry at a time of declining public support for research can be dangerous: Departments relying more and more upon money from major firms could find themselves slowly moving away from vital basic research towards more immediate applied work.

Turning on the modern technology

William Taylor

A feature of life in the developed world is the way in which gaps open up between the technically possible and the administratively and economically feasible. Awareness of what could be done in medicine, health and education, against what most people have to put up with, fuels crises of expectation which contribute to the problem of governing modern society.

Enlarged — and well publicized — possibilities sharpen comparisons between the best and the worst, between what might be done and what actually happens. The potentialities of many technologies are also limited by social and political conditions. Oceans shrunken by the jet engine are widened by urban congestion and the need for security clearances on both sides. Some technologies remain unexploited because influential groups perceive excessive costs in other values they hold dear.

Which of these factors hold back the possibilities that technology offers for improved learning and teaching in higher education?

Humphrey Carpenter (in his valuable biography of C S Lewis, Charles Williams and Tolkien) refers to the popularity among undergraduates of Lewis's Oxford lectures in the 1930s, in which "he actually dictated important passages word by word to his audience, while all the time he cited *facts*, and this was what many undergraduates wanted". They still do. I heard last week of the campus fame of a faculty member in another university, who is reputed to start writing legibly at the top left hand corner of a large double blackboard at the beginning of a lecture session and finish at the right hand bottom corner exactly an hour later, giving his undergraduate audience the opportunity to copy down every word and symbol without error. This in 1981, with easy access by staff and students to video and sound cassettes, typewriters and duplicating equipment and all the other gadgetry of contemporary educational technology.

There are of course departments where tape and print and film are used extensively and with discrimination. Some of the more uncritically enthusiastic exponents of new technologies have a habit of turning off the very people they would like to see turning on. Even so, the pedagogy (and the architecture) of higher education continues to rely largely and perhaps excessively on the lecture, the seminar and the tutorial. The majority of academics have had little help in mastering even these methods, let alone the newer ones. Most of them see neither the necessity nor the value of such help.

Academic conservatism, irrational resistance to change, sheer inertia? In part. But also a proper valuation of message against medium, an appreciation of the danger of emphasising means rather than end, of stressing problems of transmission rather than the quality of what is available to be transmitted. Distaste, too, for the ideological baggage of objectives, programming, cost effectiveness and sytematic evaluation that is often (and rather unfairly) seen to go along with new approaches to learning and teaching.

Rather similar considerations apply to changes in personal learning styles. I once saw a great scientist quoted to the effect that a condition for really creative research is when the professor can come into the laboratory in the morning and say: "Now what shall we do today?". This seems a long way from the programmed realities of much current research, and I work in libraries rather than laboratories, but it comes close to my prescription for a perfect day.

Into the library five minutes after opening time, with a few interesting references to follow up from previous reading or conversation, but no pressing deadlines. The required books and journals in appropriate places on the shelves. A quick skim to establish the relevance and usefulness of some at least of the papers, and in the next few hours the eight by five cards begin to fill as one thing leads to another and bibliographies suggest further leads. If all goes well, by the end of the afternoon there are 20 or more cards to add to the file, and an armful of books from the loan collection to carry away for after dinner and week-end reading.

The very unpredictability of such a day is what helps to make it pleasurable. Useful ideas may come from journals and books that have little apparent connection with current projects. The tidy minded technocrat might be appalled by the inefficiency of this process. The work lacks clear objectives. The techniques used — print, pencils, paste board — are primitive. The outcomes are ill-defined and uncertain. There are few criteria by means of which success or failure can be evaluated. The cost per hour must be high. Are there alternatives?

Perhaps if I were starting again, and the cards were not stacked against me, I might have to consider disc storage. Commercially available video discs can hold more than 50,000 frames of information. Even after 30 years of note-taking on cards I am nowhere near this total. Laser scanning takes three to five seconds per side. Providing the classification is adequate, there are no problems in reading back. Home based micro computers could be down-loaded (their term, not mine) from the main frame store, which might contain the catalogue of all the print and non-print materials on the subject.

All this would certainly make for more complete bibliographies and faster identification of relevant sources. Current use of the computer to access information bases testifies to that. Perhaps the time saved would be used actually to read, interpret and understand the materials indentified. I hope so. But to contemplating the effects of computerized personal learning and storage methods I remember what happened when cheap photocopying became possible. The several days per month hitherto required to sit in the library reading and note-taking from the journals shrank to the few hours necessary to identify relevant papers and to take the one legal photocopy for private use. The results were borne away and duly filed. Much more efficient. But an extensive collection of material carried no guarantee that it was actually being studied and read. The old joke about the academic who left tapes of his lectures to cover an absence, and returning unexpectedly early, found an audience made up solely of students' recorders, began to take on more significance. So I went back to the cards.

I shall stick with them until someone comes up with a personal storage and retrieval system that is cheap, portable, can be sampled and reclassified at will, is independent of external power supplies, does not break down, and above all encourages active reading and understanding, rather than indulging passive habits of collection. The way things are going, I may not have long to wait.